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ABSTRACT

Statistical trends in the characteristics of registrants for the Graduate Management Admission Test (GMAT) are presented. Areas of focus are: registrations (registration volumes have increased dramatically over time); worldwide age distribution (the percentage of older test registrants has increased); world distribution (there has been a substantial increase in the percentage of male and female registrants from outside the United States); minority representation (for U.S. male registrants the percentage of minorities increased marginally and for females it remained unchanged); sex composition (female registrants have gradually increased); U.S. regional distribution (male and female registrants from the northeast have declined); undergraduate majors (science majors have increased substantially among female and male registrants); undergraduate grade point averages (GPA) (low GPAs declined for all subpopulations except Asians); low undergraduate GPA (male registrants declined in low GPAs); male work experience (male registrants show a small increase in the percentages with less than one year of work experience) female work experience (female registrants show declines in percentages with less than 8 years of work experience); intended full-time graduate study (the percentage increased in the early 1980s); high total scores (they have increased for males and females); total scores (e.g., low scores declined for Europeans); high quantitative scores (they have increased dramatically for males and females); quantitative scores (low scores declined modestly in Australia and the United States); high verbal scores (these scores have increased for males and decreased for females); and verbal scores (the percentage with low scores declined substantially in Europe). (SM)

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Graduate
Management
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Council

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Recent Trends in Characteristics of Graduate Management Admission Test Takers

GMAC
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RECENT TRENDS IN CHARACTERISTICS OF GRADUATE MANAGEMENT ADMISSION TEST TAKERS

OCTOBER, 1987

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INTRODUCTION

The following pages are intended to be a self-guiding briefing on recent statistical trends in the characteristics of registrants for the Graduate Management Admission Test (GMAT). This material was prepared expressly for the Commission on Graduate Management Education, although we hope that others will find it useful too.

All information has limitations, and the trend data which follow are no exception. More specifically:

- These portrayals of trends are based entirely on test taker responses to questions which appeared on the GMAT registration form. These questions were not the same in all years, and so some data series are not available for all years of interest. These differences are noted in the discussion of each trend.

- Due to difficult time limitations for this project, data presented in the following pages are based entirely on existing tabulations prepared in prior years for the Graduate Management Admission Council by staff of Educational Testing Service. Although the information contained in those tabulations was more complete than the information in this document, those tabulations filled more than one thousand pages and were presented in a form which made it tedious and time consuming to use to discern trends.

- The tabulations on which these analyses are based treat each test registration as a distinct and separate person. Thus, one person taking the GMAT twice is counted twice, and one person taking the test three times is counted three times. This treatment may be appropriate under some circumstances, and inappropriate under others. Time did not allow alternative treatment of persons who registered for the test more than one time.

- Like all survey data, these include some errors. Errors include nonresponse by some test registrants who did not answer all questions on the registration form, as well as inaccurate responses to some questions by those who did provide answers. In the last two years, GMAC ordered changes in the GMAT registration form which appear to have reduced nonresponse somewhat. However, this improvement may accentuate or mask the strength of some trends in unobservable ways. In general, however, response rates are high by contemporary survey research standards, and we discern no pattern of substantial error.

The data in this document are designed to be read quickly or to be studied at length. For those who wish to spend the very least amount of time, please note that graph titles are full sentences which provide a brief summary of the main substantive finding from the accompanying data. Those titles are listed in compact form in the following list of figures.

LIST OF FIGURES

ATGSB/GMAT Registrations
Registration volumes have increased dramatically in the long run, although they declined in the early 1980's.

Worldwide Age Distribution
Worldwide, the percentage of older test registrants has increased.

U.S. Age Distribution
Among U.S. citizens, the percentage of older test registrants has increased.

Non U.S. World Region Distribution
For males, there has been a substantial increase in the percentage of test registrants from outside the United States. The largest increase has occurred among Asians.

Non U.S. World Region Distribution
For females, there has been a substantial increase in the percentage of test registrants from outside the United States. The largest increase has occurred among Asians.

Minority Representation
Among U.S. male test registrants, the percentage of minorities increased marginally. Blacks declined, while Asians showed the largest increase.

Minority Representation
Among U.S. female test registrants, the percentage of minorities remained unchanged. Blacks declined, while Hispanics and Asians increased.

Sex Composition
The percentage of female test registrants has gradually increased.

U.S. Regional Distribution
The percentage of U.S. female test registrants from the northeast declined, while those from the north central region increased.

U.S. Regional Distribution
The percentage of U.S. male test registrants from the northeast declined, while those from the south increased.

Undergraduate Majors
Among male test registrants, the percentage of science majors has increased substantially, while social science majors have decreased by a similar magnitude.

Undergraduate Majors
Among female test registrants, the percentages of business and science majors have increased substantially, as social science and humanities majors have declined.

Undergraduate Grade Point Averages

The percentage of test registrants with low grade point averages declined slightly for all U.S. subpopulations, except Asians.

Low Undergraduate Grade Point Averages

Male test registrants show a decline in low undergraduate grade point averages. Females show a slight increase.

Male Work Experience

Male test registrants show a small increase in the percentages with less than 1 year and 3-4 years of prior work experience. Those with 8 or more years show a decline.

Female Work Experience

Female test registrants show declines in percentages with less than 8 years of prior work experience. Representation of those with more than 8 years increased.

Intended Full-Time Graduate Study

The percentage of test registrants intending full-time graduate study increased in the early 1980's, then declined. Only females show a net decline.

High Total Scores

The percentage of test takers with high total scores has increased for both males and females, with males showing the larger increase.

Total Scores

Among females, the percentage of test takers with low scores has decreased substantially. Larger declines have occurred for minority groups than for whites.

Total Scores

Among males, the percentage of test takers with low scores has decreased substantially. Larger declines have occurred for minority groups than for whites.

Total Scores

The percentage of test takers with low scores has declined dramatically for Europeans and modestly for Americans, Australians, and Canadians.

Total Scores

The percentage of test takers with low scores has decreased sharply in Asia, Latin America, and the Pacific Islands. The percentage with low scores in Africa has declined less.

High Quantitative Scores

The percentage of test takers with high quantitative scores has increased substantially for both males and females.

Quantitative Scores

For females, moderate to large decreases in the percentage of test takers with low scores occurred for all U.S. subpopulations.

Quantitative Scores

For males, moderate to large decreases in the percentage of test takers with low scores occurred for all U.S. subpopulations.

Quantitative Scores

The percentage of test takers with low scores declined modestly in Australia and the United States. Larger decreases occurred in Europe and Canada.

Quantitative Scores

With the exception of Africa, moderate to large declines in the percentage of low test scores occurred in all third world regions.

High Verbal Scores

The percentage of test takers with high verbal scores has increased for males and decreased slightly for females.

Verbal Scores

Among U.S. female test takers, verbal scores remained unchanged for whites, while the percentage with low scores increased for American Indians and decreased for all other minority groups.

Verbal Scores

Among U.S. males, the percentage of test takers with low scores decreased moderately for all subpopulations.

Verbal Scores

The percentage of test takers with low scores declined substantially in Europe. Smaller decreases occurred in Australia, Canada, and the United States.

Verbal Scores

The percentage of test takers with low scores decreased modestly in Southeast Asia and Central and South America. More dramatic declines occurred in Southwest Asia, Mexico, and the Pacific Islands.

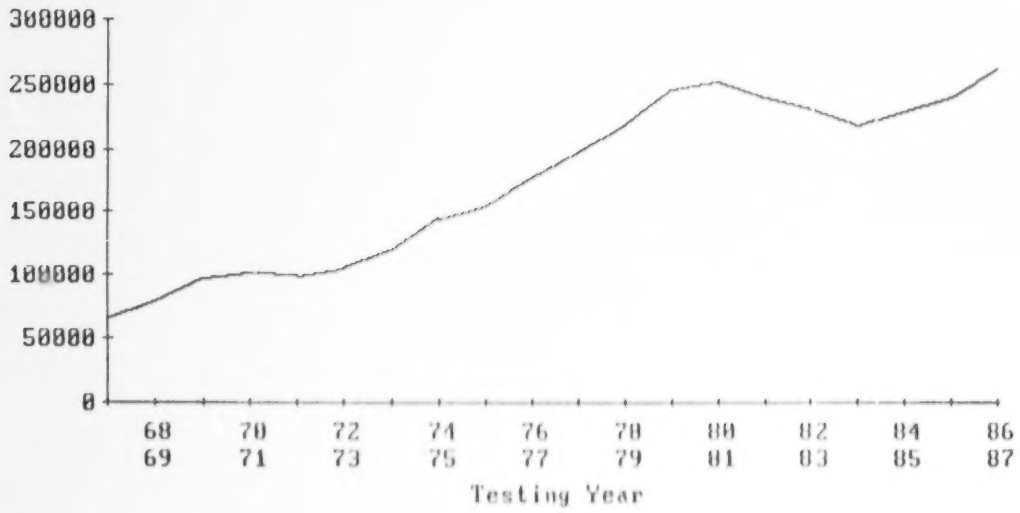
ATGSB/GMAT REGISTRATIONS

Summary of Trend. Registration volumes for the Graduate Management Admission Test (GMAT) and its precursor, the Admission Test for Graduate Study in Business (ATGSB) have risen dramatically since 1967-68. During this period, test registration volumes have increased over the previous testing year in all but four years.

Significance and Implications. Increasing test registration volumes suggests increasing interest in graduate management education by potential students. However, downturns in GMAT volumes suggest that interest is not necessarily on an ever-increasing surge upward, that the correlation between GMAT volumes and school enrollments is not perfect, and that both GMAC and graduate management schools must be prepared for fluctuating interest in the services they offer.

Remarks about these data. These results are based on administrative records of the GMAT program at Educational Testing Service and may differ from similar data generated from the demographic datafiles used to produce other figures and tables in this report.

ATGSB / GMAT REGISTRATIONS
Registration Volumes have Increased Dramatically in the Long Run, Although they Declined in the Early 1980's



Testing Year	Number of Registrants
67/68	65373
68/69	78416
69/70	97354
70/71	101334
71/72	99140
72/73	106021
73/74	119699
74/75	145254
75/76	155419
76/77	177812
77/78	197371
78/79	218608
79/80	246742
80/81	252531
81/82	240200
82/83	231274
83/84	219226
84/85	229379
85/86	240434
86/87	262567

AGE DISTRIBUTION

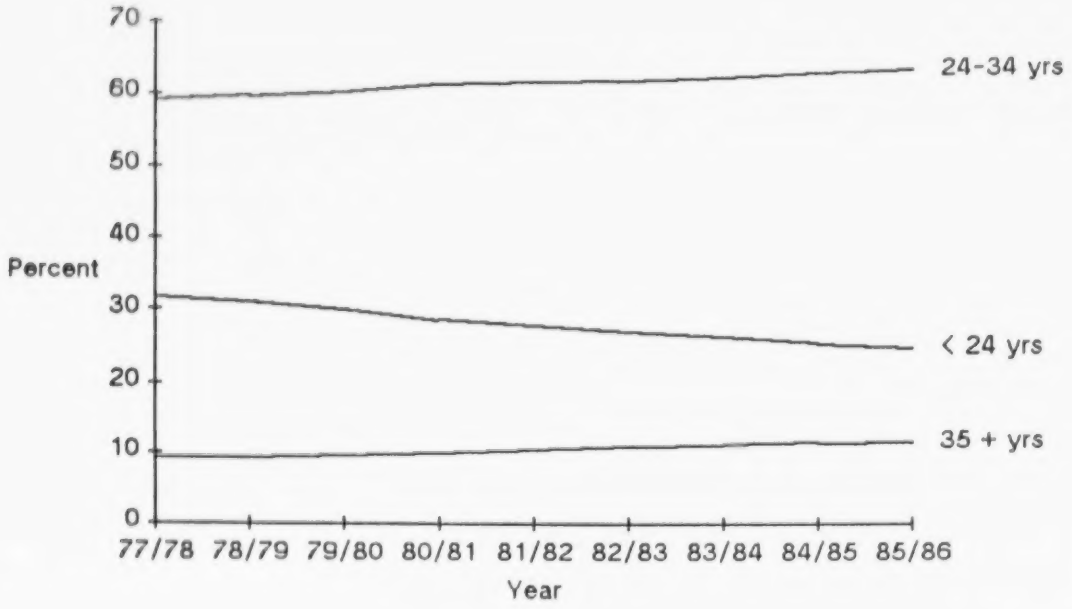
Summary of Trend. Both worldwide and among U.S. citizens only, there has been a gradual, but steady increase in the average ages of test registrants. Especially among U.S. citizens, there have been sizeable increases in the representation of registrants in the 24 to 34 year old range and in the 35-years-and-above category.

Significance and Implications. This "aging" of the GMAT registrant population is significant because it represents an increase in the pool of more mature graduate business students who bring to their studies greater breadth of life and work experience. This trend also implies that graduate business training may be assuming an increasingly important role in preparing individuals for second or subsequent careers and in improving career mobility opportunities.

Remarks about these Data. Due to the unavailability of comparable tabulations on age distributions for the 1981-1982 testing series, that period is omitted from this table and graph.

WORLDWIDE AGE DISTRIBUTION

Worldwide, the Percentage of Older Test Registrants has Increased.



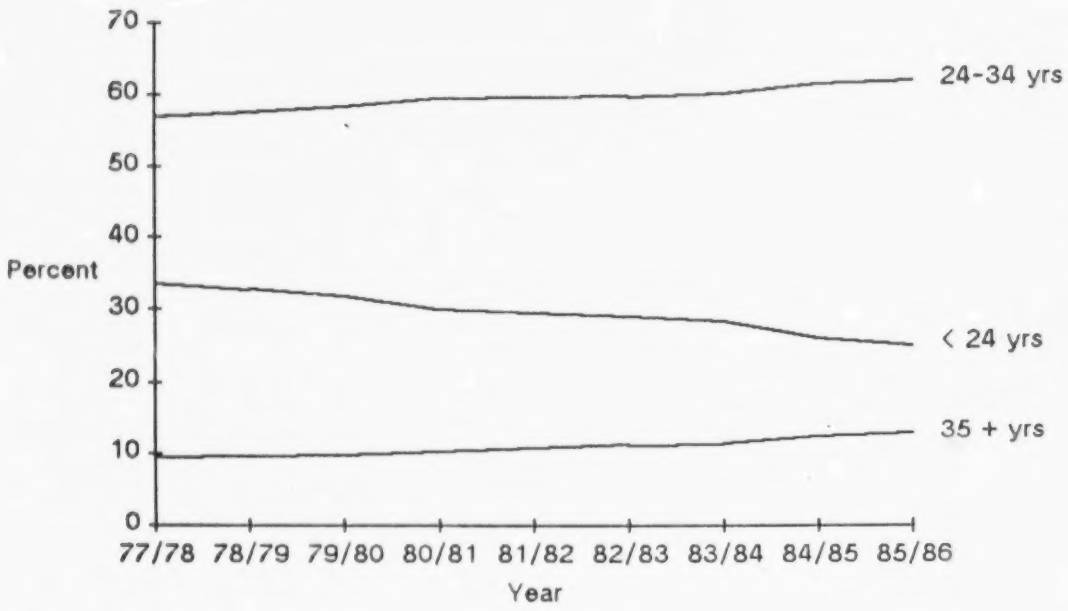
WORLDWIDE TRENDS IN THE AGE DISTRIBUTION
OF TEST REGISTRANTS

	AGE CATEGORIES		
YEAR	< 24 yrs	24-34 yrs	35+ Yrs
1977-78	53817	100311	15780
	31.7	59.0	9.3
78-79	58135	111494	17410
	31.1	59.6	9.3
79-80	63196	126421	20122
	30.1	60.3	9.6
80-81	61481	131850	21224
	28.7	61.5	9.9
82-83	53004	121257	21460
	27.1	62.0	11.0
83-84	48053	113920	20444
	26.3	62.5	11.2
84-85	48243	119619	21776
	25.4	63.1	11.5
85-86	49112	125395	22844
	24.9	63.5	11.6

* Percentages calculated excluding non-response category

U.S. AGE DISTRIBUTION

Among U.S. Citizens, the Percentage of Older Test Registrants has Increased.



U.S. TRENDS IN THE AGE DISTRIBUTION
OF TEST REGISTRANTS

YEAR	AGE CATEGORIES < 24 yrs	24-34 yrs	35+ yrs
1977-78	44427	75447	12511
	33.6	57.0	9.5
78-79	47259	83017	13811
	32.8	57.6	9.6
79-80	49892	91396	15260
	31.9	58.4	9.7
80-81	47184	93333	16074
	30.1	59.6	10.3
82-83	37187	76526	14277
	29.1	59.8	11.2
83-84	32307	68728	12985
	28.3	60.3	11.4
84-85	34311	81054	16350
	26.0	61.5	12.4
85-86	34590	85352	17760
	25.1	62.0	12.9

* Percentages calculated excluding non-response category

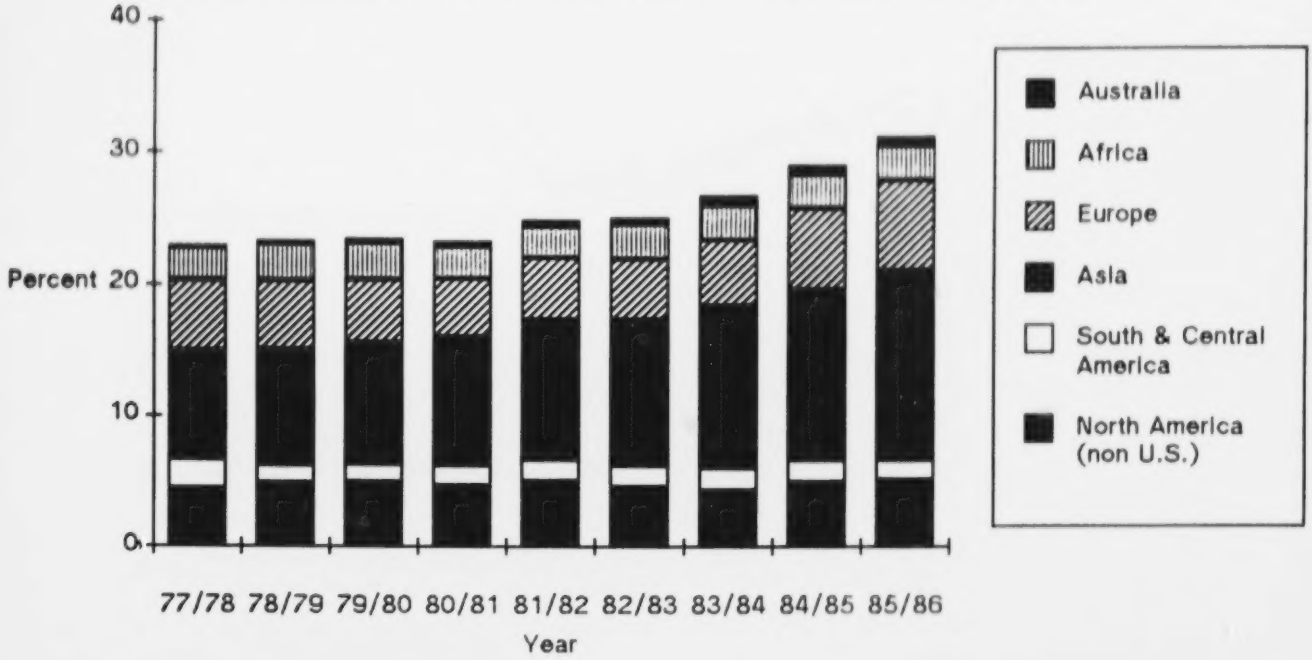
WORLD REGION DISTRIBUTION
(Males)

Summary of Trend. Overall, the volume of male test registrants from non-U.S. regions shows a gradual, but steady increase. The region contributing most to this trend was Asia, and data not shown here indicate that much of that growth came from Southeast Asia.

Significance and Implications. The increasing representation of non-U.S. test registrants probably reflects a growing recognition outside the United States of the value of American graduate business education. A further consequence of this trend is a change in the composition of graduate business classes and coverage of a potentially broader diversity of international business issues.

NON U.S. WORLD REGION DISTRIBUTION

For Males, There has been a Substantial Increase in the Percentage of Test Registrants from Outside the United States. The Largest Increase has Occurred Among Asians.



NON-U.S. MALE WORLD REGION DISTRIBUTION

WORLD REGION	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
Total	119,832	125,044	131,872	128,361	115,981	106,322	95,242	111,795	119,233
N.America (non U.S.)	4.4	4.8	4.9	4.7	5.1	4.5	4.4	4.9	5.1
S.&Central Amer.	2.3	1.4	1.5	1.6	1.6	1.7	1.8	1.7	1.6
Asia	8.2	8.8	9.2	9.8	10.7	11.1	12.3	13.0	14.4
Europe	5.4	5.2	4.8	4.5	4.6	4.7	5.0	6.1	6.8
Africa	2.5	2.8	2.8	2.5	2.4	2.6	2.6	2.6	2.6
Australia	0.2	0.3	0.3	0.4	0.5	0.6	0.8	0.7	0.7
All Non USA	23.0	23.4	23.5	23.4	25.0	25.2	26.8	29.2	31.2
U.S.	77.0	76.6	76.5	76.6	75.0	74.8	73.2	70.8	68.8

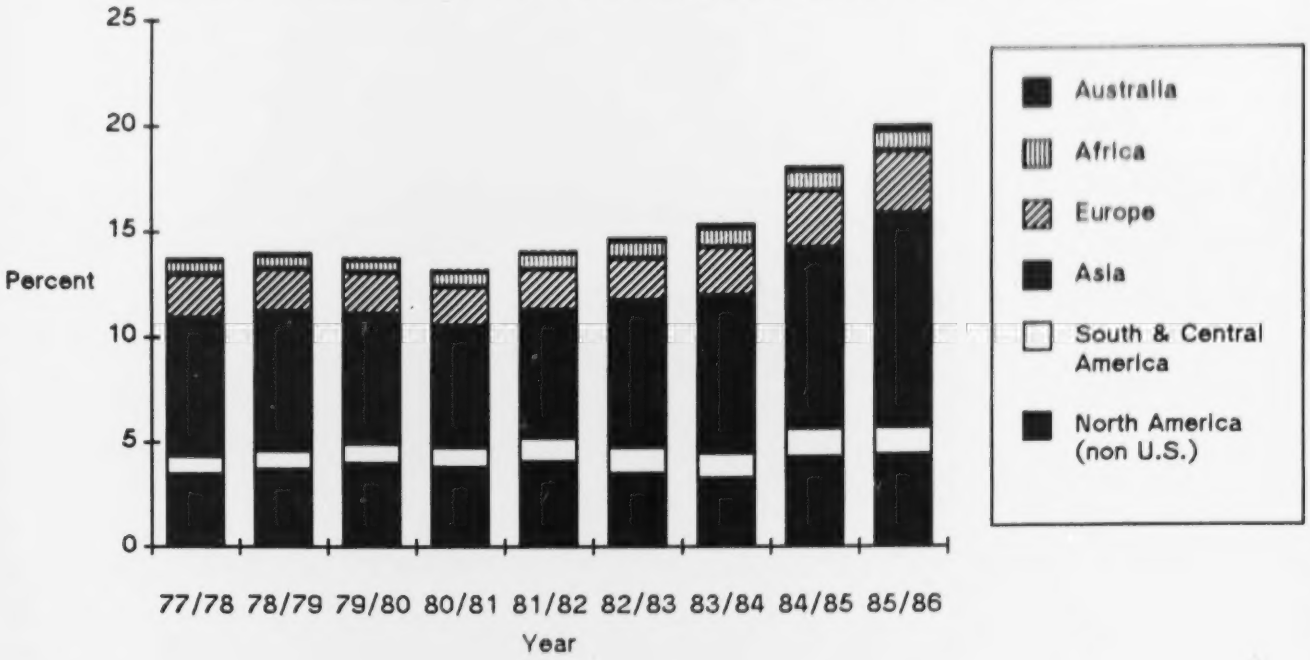
WORLD REGION DISTRIBUTION
(Females)

Summary of Trends. The world region distribution of female test registrants also reflects a growing representation of potential business students from non-U.S. locations.

Significance and Implications. The changing, but still limited, representation of non-U.S. females among test registrants reflects the generally lesser emphasis on graduate education for women than men in many non-U.S. countries. It also results from the relatively small representation of women in management occupations in Third World nations.

NON U.S. WORLD REGION DISTRIBUTION

For Females, There has been a Substantial Increase in the Percentage of Test Registrants from Outside the United States. The Largest Increase has Occurred Among Asians.



NON-U.S. FEMALE WORLD REGION DISTRIBUTION

WORLD REGION	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
Total	46,662	56,285	64,830	67,220	61,708	56,940	52,510	64,219	69,951
N.America (non U.S.)	3.4	3.6	3.9	3.7	4.0	3.5	3.2	4.2	4.4
S.& Central Amer.	1.0	1.0	1.1	1.1	1.2	1.3	1.3	1.5	1.4
Asia	6.5	6.6	6.1	5.7	6.1	6.9	7.5	8.6	10.1
Europe	2.1	2.0	2.0	1.9	1.9	2.0	2.3	2.7	3.0
Africa	0.6	0.7	0.7	0.7	0.8	0.8	0.9	0.9	0.9
Australia	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.3
All Non U.S.A.	13.7	14.0	13.8	13.3	14.2	14.8	15.5	18.2	20.1
U.S.	86.3	86.0	86.2	86.7	85.8	85.2	84.5	81.8	79.9

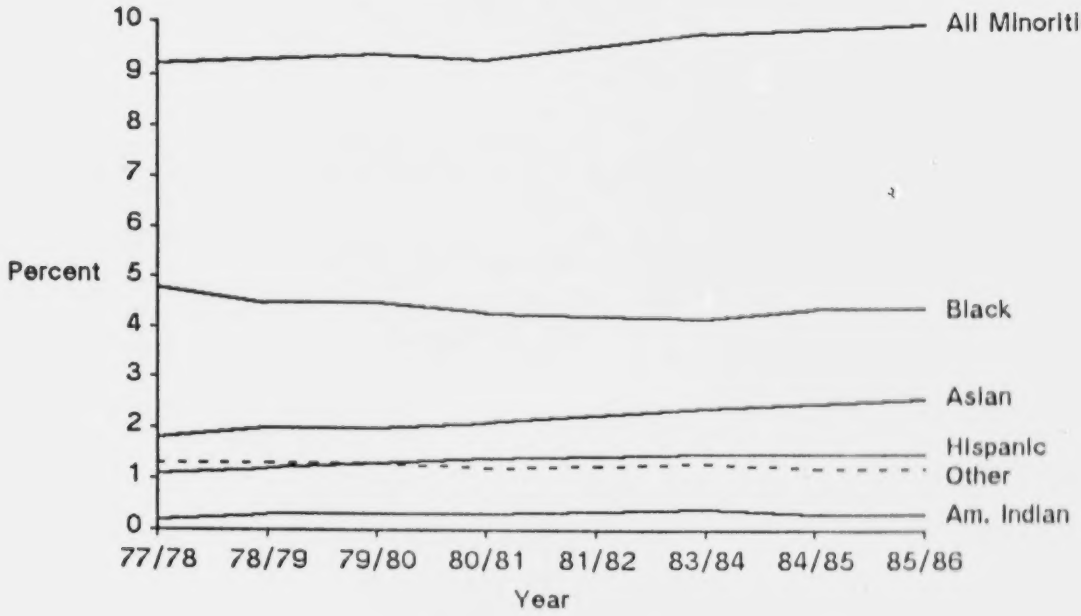
U.S. MINORITY REPRESENTATION
(Males)

Summary of Trend. U.S. male test registrants display a very small increase in the representation of minorities. Patterns vary for individual subpopulations, with Blacks showing a small decrease, Asians and Hispanics showing increases and American Indians remaining virtually unchanged.

Significance and Implications. These data reflect a fairly steady pattern of white numerical domination among GMAT test registrants.

MINORITY REPRESENTATION

Among U.S. Male Test Registrants, the Percentage of Minorities Increased Marginally. Blacks Declined, while Asians Showed the Largest Increase.



U.S. SUBPOPULATIONS
TRENDS IN WHITE AND MINORITY REPRESENTATION AMONG
MALE TEST REGISTRANTS

	YEAR							
SUBPOPULATION	1977/78	78/79	79/80	80/81	82/83	83/84	84/85	85/86
TOTAL	92157	95717	100727	98322	79495	69661	79109	81956
White	82.8	82.4	82.7	82.5	83.6	84.5	84.9	84.9
Total Minority	9.2	9.3	9.4	9.3	9.5	9.8	9.9	10.0
Black	4.8	4.5	4.5	4.3	4.2	4.2	4.4	4.4
Hispanic	1.1	1.2	1.3	1.4	1.5	1.5	1.5	1.5
Asian	1.8	2.0	2.0	2.1	2.3	2.4	2.5	2.6
Am. Indian	0.2	0.3	0.3	0.3	0.3	0.4	0.3	0.3
Other	1.3	1.3	1.3	1.2	1.2	1.3	1.2	1.2
No Response	8.0	8.2	8.0	8.3	6.9	5.8	5.2	5.0

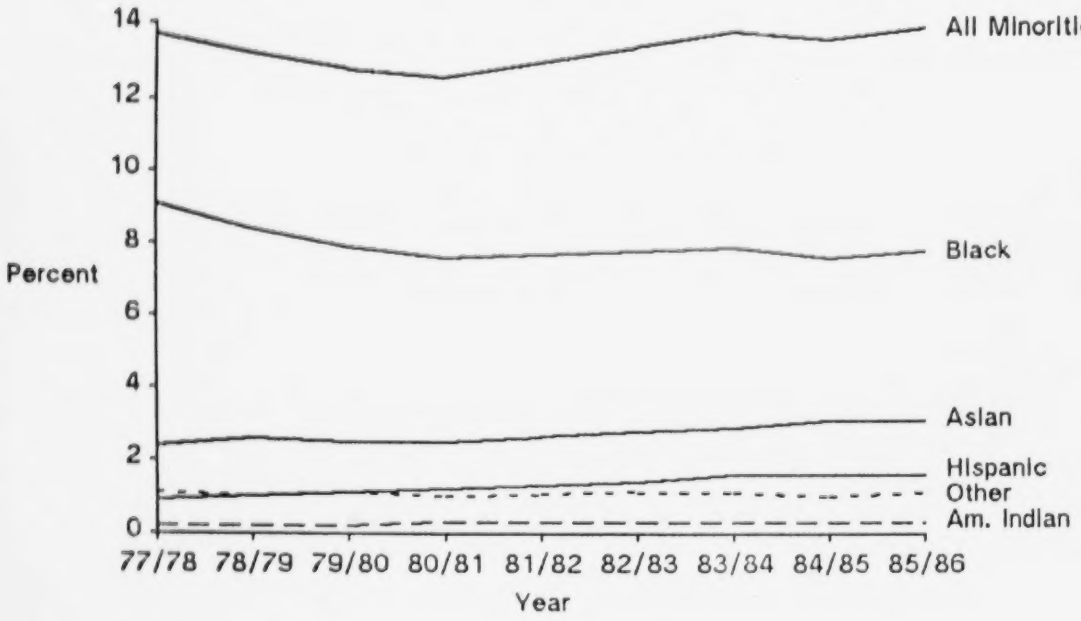
U.S. MINORITY REPRESENTATION
(Females)

Summary of Trend. The representation of minorities among U.S. female test registrants has remained stable. However, similar to males, patterns vary for individual subpopulations. Percentages of American Indians did not change, while the representation of Hispanics and Asians increased and that of Blacks declined.

Significance and Implications. While females overall are achieving a growing presence in the pool of potential graduate business school students, these gains have occurred overwhelmingly among whites. This suggests that the influence of women on both graduate business programs and future managers does not reflect significant input from minority females.

MINORITY REPRESENTATION

Among U.S. Female Test Registrants, the Percentage of Minorities Remained Unchanged. Blacks Declined, while Hispanics and Asians Increased.



U.S. SUBPOPULATIONS
TRENDS IN WHITE AND MINORITY REPRESENTATION AMONG
FEMALE TEST REGISTRANTS

	YEAR							
SUBPOPULATION	1977/78	78/79	79/80	80/81	82/83	83/84	84/85	85/86
TOTAL	40228	48370	55821	58269	48495	44359	52515	55863
White	79.4	79.7	80.1	79.8	80.8	81.6	82.5	82.4
Total Minority	13.7	13.2	12.8	12.6	13.4	13.8	13.6	13.9
Black	9.1	8.4	7.9	7.6	7.8	7.9	7.6	7.8
Hispanic	0.9	1.0	1.1	1.2	1.4	1.6	1.6	1.6
Asian	2.4	2.6	2.5	2.5	2.8	2.9	3.1	3.1
Am. Indian	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3
Other	1.1	1.0	1.1	1.0	1.1	1.1	1.0	1.1
No Response	6.8	7.0	7.1	7.6	5.9	4.7	3.9	3.8

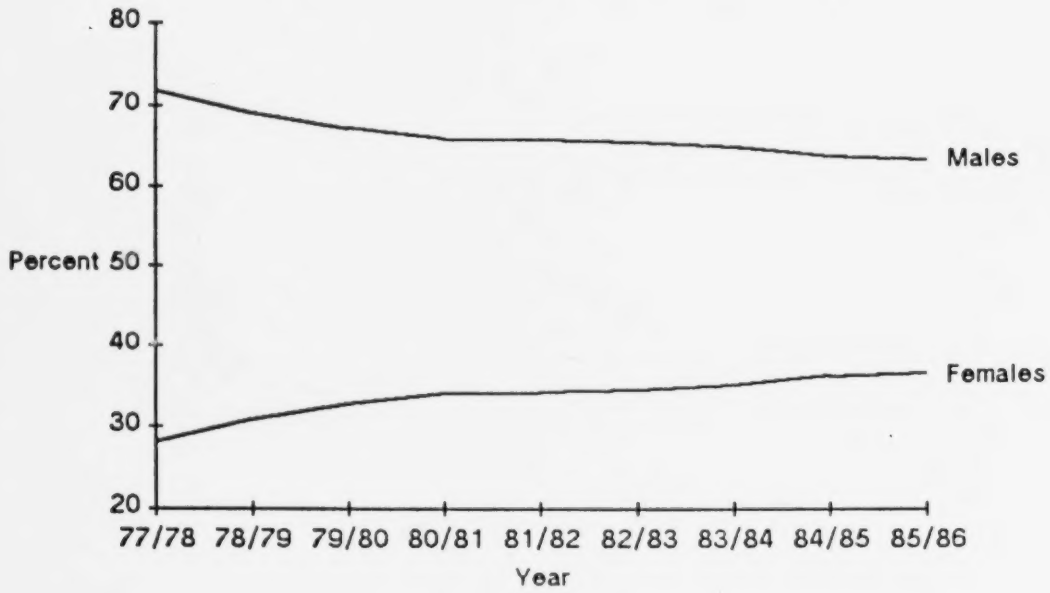
SEX COMPOSITION

Summary of Trend. There has been a gradual, but steady, increase in the representation of women test registrants. However, men still outnumber women by a margin of almost two to one.

Significance and Implications. The growing presence of women among potential graduate business students parallels their increasing representation in management occupations. This trend among test registrants also suggests that the representation of women in management occupations will continue to grow due to the expanding pool of women with advanced businesss training from which future managers will be drawn.

SEX COMPOSITION

The Percentage of Female Test Registrants has Gradually Increased.



SEX DISTRIBUTION
TRENDS IN MALE AND FEMALE
REPRESENTATION AMONG TEST REGISTRANTS

	YEAR								
SEX	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	122173	129256	141063	141325	133146	128190	118445	120862	125182
Males	71.9	69.1	67.3	65.9	65.8	65.5	64.9	63.8	63.4
	47735	57783	68676	73230	69158	67531	63972	68616	72419
Female	28.1	30.9	32.7	34.1	34.2	34.5	35.1	36.2	36.6
TOTAL	169908	187039	209739	214555	202304	195721	182417	189478	197601

* Percentages calculated excluding non-response category

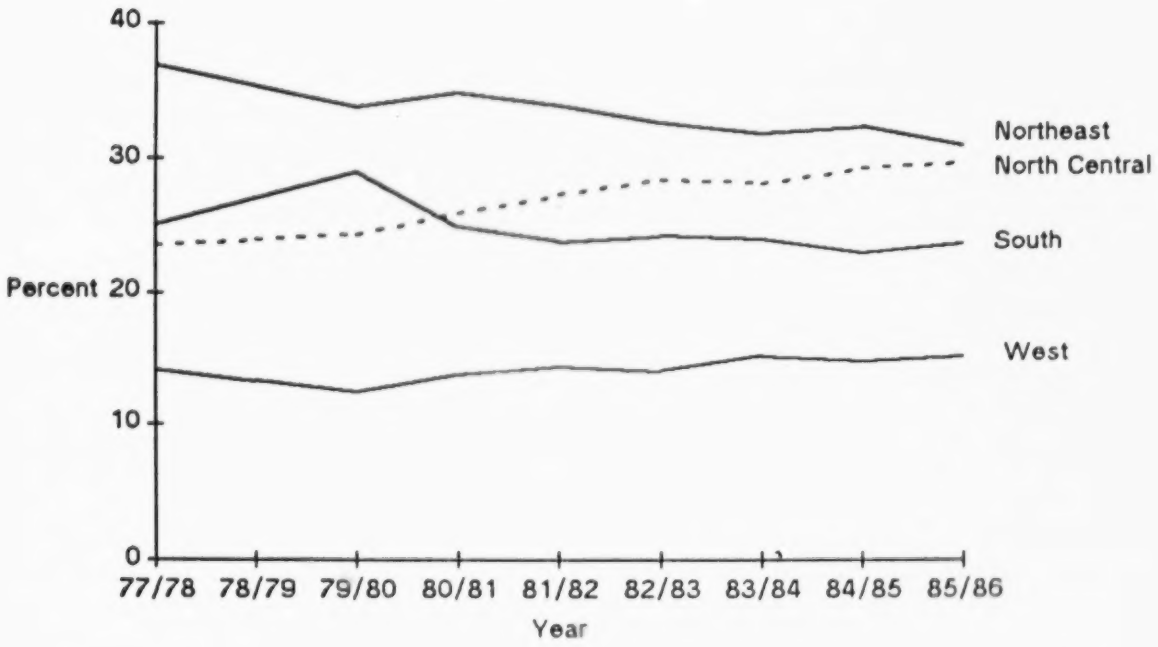
REGIONAL DISTRIBUTION OF U.S. CITIZENS

Summary of Trend. Among U.S. citizens, both males and females show a marked decline in the representation of test registrants from the Northeast and a substantial increase in representation from the South. Smaller decreases occurred in representation from the North central region, and smaller increases occurred among registrants from Western states.

Remarks about these Data. Information for 1978-79 is excluded from graphs and tables on U.S. region distribution because of the large number of nonrespondents in that year. For other years, percentage distributions were calculated excluding "no response" and "other" categories.

U.S. REGIONAL DISTRIBUTION

The Percentage of U.S. Female Test Registrants from the Northeast Declined, while Those from the North Central Region Increased.

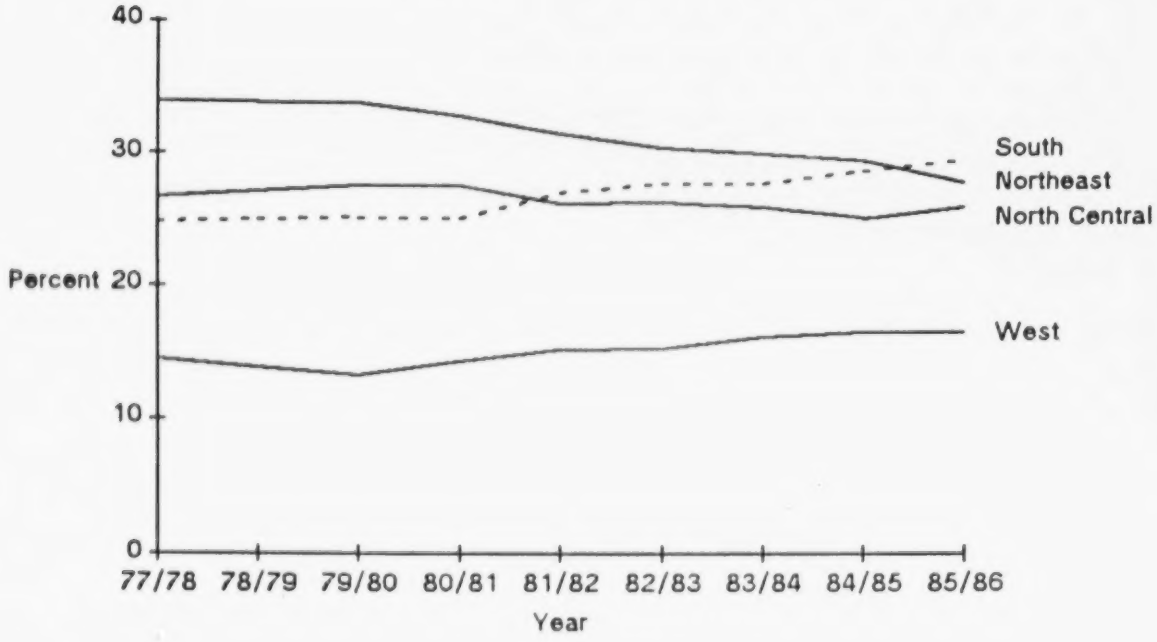


U.S. FEMALE REGIONAL DISTRIBUTION

REGION	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
Total	38,366	N.A	54,030	56,159	51,654	47,313	44,145	52,246	55,540
Northeast	36.8	N.A.	33.8	34.9	34.0	32.8	32.0	32.5	31.0
North Central	25.1	N.A.	29.0	25.0	23.9	24.4	24.1	23.0	23.8
South	23.6	N.A.	24.4	26.0	27.4	28.5	28.3	29.4	29.7
West	14.2	N.A.	12.5	13.9	14.5	14.1	15.3	14.9	15.3

U.S. REGIONAL DISTRIBUTION

The Percentage of U.S. Male Test Registrants from the Northeast Declined, while Those from the South Increased.



U.S. MALE REGIONAL DISTRIBUTION

	YEAR								
REGION	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
Total	88,212	N.A.	97,548	94,984	85,060	77,683	69,328	78,646	81,449
Northeast	33.9	N.A.	33.8	32.8	31.5	30.5	30.0	29.5	27.8
North Central	26.6	N.A.	27.6	27.5	26.2	26.3	25.9	25.1	25.9
South	24.7	N.A.	25.1	25.0	27.0	27.7	27.7	28.7	29.4
West	14.5	N.A.	13.3	14.4	15.2	15.3	16.2	16.5	16.6

UNDERGRADUATE MAJORS
(Males)

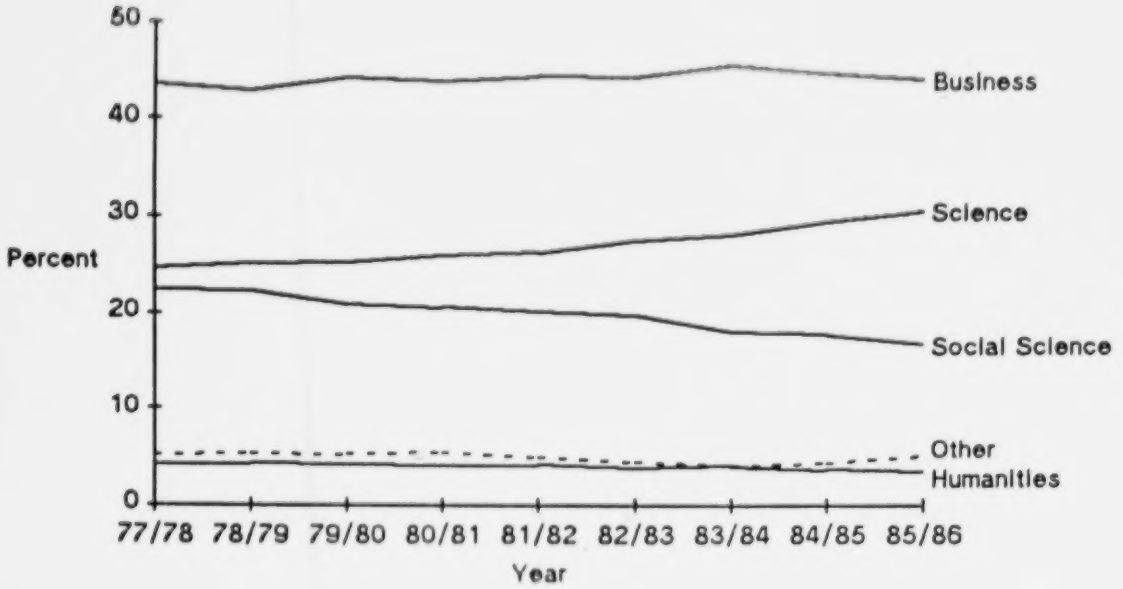
Summary of Trend. Among males, these data show a fairly stable representation of business majors among test registrants, small declines for those in the humanities, large declines among social science majors and a substantial increase for science majors. Data not presented here indicate that the increase in science majors is largely the result of increasing representation among test registrants of males with engineering and computer science concentrations.

Significance and Implications. To some extent, these trends parallel general changes over this period in the majors selected by undergraduates, especially with respect to the decline in social science majors. However the increase in science majors may also reflect a growing perception that an MBA adds value to an undergraduate technical degree for students who aspire to management careers.

Remarks about these Data. These data should be interpreted with caution because of large variations over time in the percent of test registrants indicating no response to questions about undergraduate major. Figures included in the table and on the graph were calculated excluding the nonresponse category.

UNDERGRADUATE MAJORS

Among Male Test Registrants, the Percentage of Science Majors has Increased Substantially, while Social Science Majors have Decreased by a Similar Magnitude.



DISTRIBUTION OF MALE UNDERGRADUATE MAJORS

	YEAR								
MAJOR	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
Humanities	4.2	4.3	4.2	4.1	4.1	3.8	4.0	3.6	3.4
Soc. Sci.	22.4	22.3	21.0	20.6	20.2	19.8	18.1	17.8	16.9
Sciences	24.6	25.1	25.3	25.9	26.3	27.6	28.2	29.5	30.6
Business	43.6	43.0	44.3	44.0	44.5	44.4	45.7	44.8	44.1
Other	5.2	5.3	5.2	5.4	4.9	4.4	4.0	4.3	5.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	122,173	129,256	141,063	141,325	133,146	128,190	118,445	120,862	125,182

**Note: Percentages Calculated Excluding Nonresponse Category

UNDERGRADUATE MAJORS
(Females)

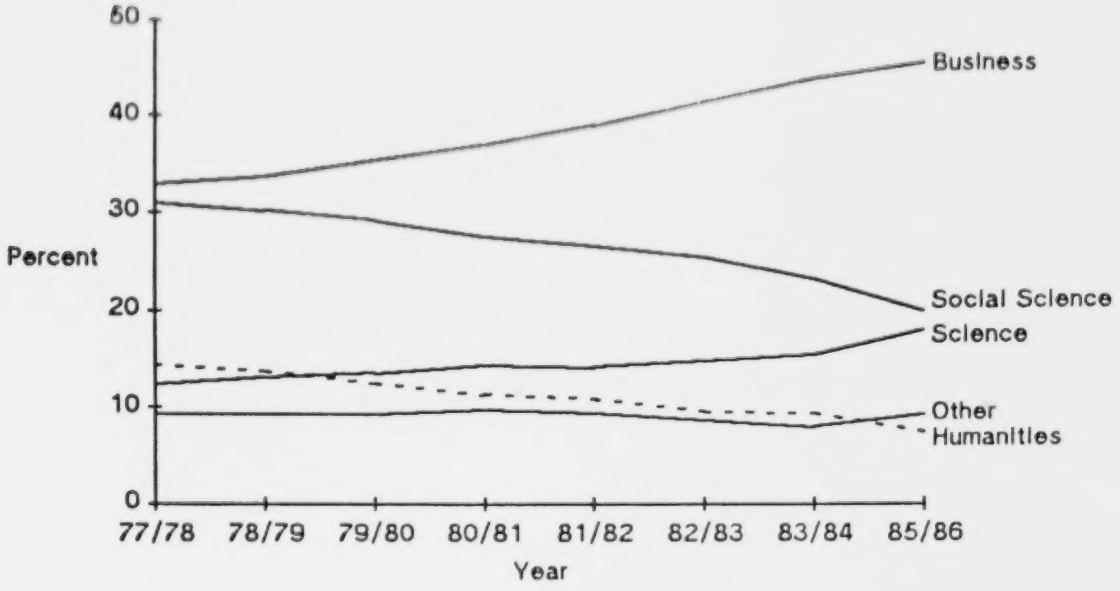
Summary of Trends. Among females, trends in undergraduate majors indicate very sharp declines in volumes of test registrants with backgrounds in the humanities and the social sciences. In contrast, proportions of science majors increased modestly, while the percentage of business majors increased substantially.

Significance and Implications. Similar to observations for males, these trends are an outgrowth of changes in the undergraduate majors selected by females during this period. This is true for declines in tests registrants with backgrounds in the humanities and the social sciences and for increases in those with business undergraduate majors.

Remarks about these Data. These data should be interpreted with caution because of large variations over time in the percent of test registrants indicating no response to questions about undergraduate major. Figures included in the table and on the graph were calculated excluding the nonresponse category.

UNDERGRADUATE MAJORS

Among Female Test Registrants, the Percentages of Business and Science Majors have Increased Substantially, as Social Science and Humanities Majors have Declined.



DISTRIBUTION OF FEMALE UNDERGRADUATE MAJORS

	YEAR								
MAJOR	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
Humanities	14.4	13.8	12.5	11.3	10.9	9.6	9.4	8.3	7.5
Soc. Sci.	31.0	30.2	29.2	27.5	26.6	25.4	23.2	21.8	19.9
Sciences	12.4	13.1	13.5	14.4	14.2	14.8	15.4	17.0	17.9
Business	32.9	33.6	35.4	37.0	39.0	41.5	43.9	44.6	45.5
Other	9.4	9.3	9.4	9.8	9.4	8.7	8.0	8.3	9.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	47,735	57,783	68,676	73,230	69,158	67,531	63,972	68,616	72,419

**Note: Percentages Calculated Excluding Nonresponse Category

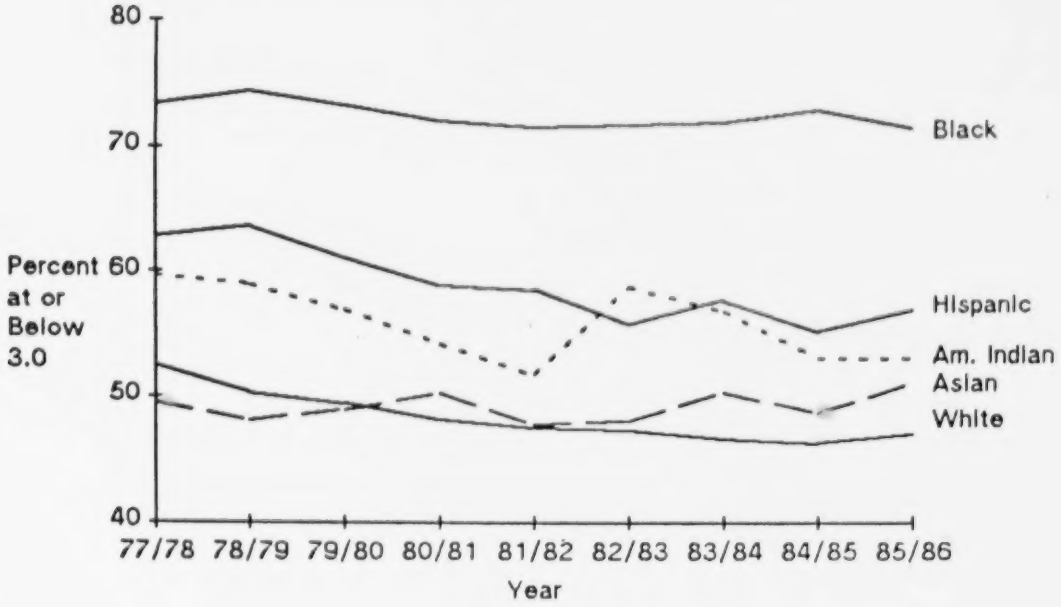
LOW UNDERGRADUATE GRADE POINT AVERAGES
(U.S. Subpopulations)

Summary of Trend. With the exception of Asians, all U.S. subpopulations show a decline in percentages of test registrants with grade point averages at or below 3.0. However, the smallest decrease occurred among Blacks, whose grade point averages remained substantially lower than other groups throughout this period.

Significance and Implications. This general decline in low grade point averages indicates an improvement in the level of undergraduate qualifications for all U.S. subpopulations in the pool of potential Graduate Management test takers. Other factors held constant, this increase in qualifications should have the effect of improving both GMAT scores and performance in graduate business programs.

UNDERGRADUATE GRADE POINT AVERAGES

The Percentage of Test Registrants with Low Grade Point Averages Declined Slightly for all U.S. Subpopulations, except Asians.

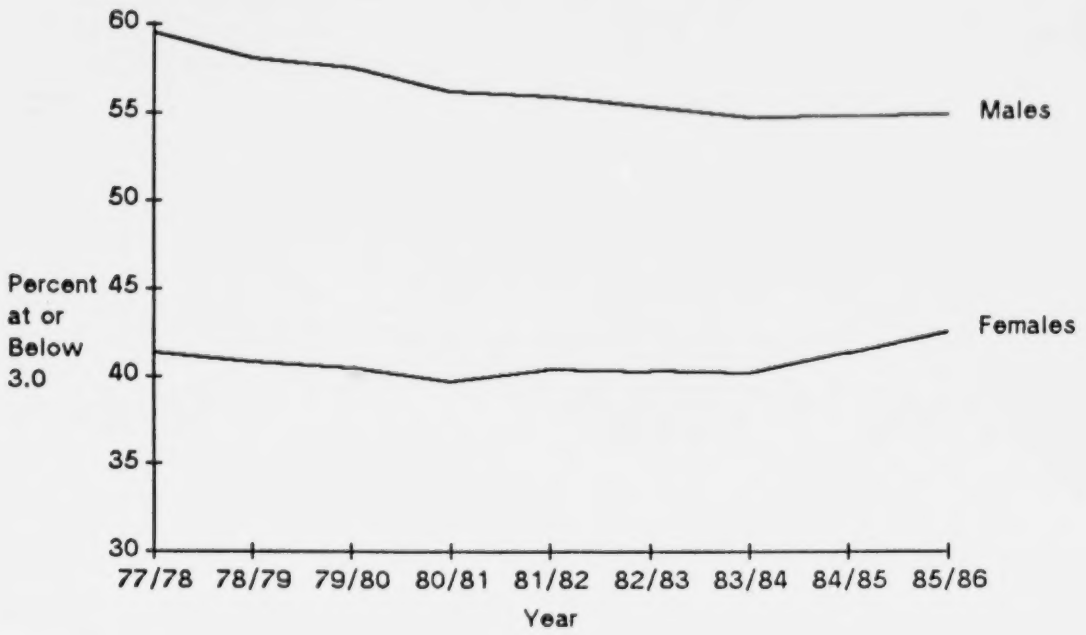


LOW GRADE POINT AVERAGES
PERCENT OF TEST REGISTRANTS WITH LOW GRADE POINT AVERAGES, BY U.S. SUBPOPULATION

TOTAL COUNT AND PERCENT WITH GPA AT OR BELOW 3.0

	YEAR								
SUBPOPULATION	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	94712	103587	112549	110470	101912	92866	82692	93900	99355
White	52.4	50.3	49.4	48.1	47.5	47.3	46.7	46.3	47.0
	6835	7169	7667	7297	6736	6106	5443	6199	6596
Black	73.4	74.5	73.3	72.0	71.6	71.8	72.0	72.9	71.5
	2213	2674	2858	2842	2899	2632	2423	2938	3175
Asian	49.4	48.0	48.9	50.2	47.8	48.0	50.3	48.7	51.1
	1211	1408	1570	1752	1660	1626	1538	1710	1832
Hispanic	62.8	63.6	61.1	58.9	58.6	55.7	57.7	55.1	56.8
	255	326	369	349	317	347	317	351	368
Am Indian	59.6	58.9	56.9	54.2	51.7	58.8	56.8	53.0	53.0
	1399	1511	1603	1498	1395	1229	1135	1198	1332
Other	54.6	52.3	50.3	52.7	53.7	53.1	52.1	52.5	55.0
	8264	9200	9866	9916	7518	6831	4907	4791	4778
No Response	50.8	49.1	48.8	47.0	44.9	47.0	43.7	44.3	46.6

LOW UNDERGRADUATE GRADE POINT AVERAGES
Male Test Registrants Show a Decline in Low Undergraduate Grade Point Averages. Females Show a Slight Increase.



UNDERGRADUATE GRADE POINT AVERAGES
(Males and Females)

Summary of Trends. Among males, there has been a general improvement in the grade point averages of test registrants. Small increases have occurred in the 3.01-3.5 and 3.51-4.0 categories. Somewhat larger declines have occurred in the representation of individuals drawn from the lowest grade point group, those with averages of 2.5 and below.

In contrast, female test registrants show virtually no change in their grade point average distribution. Despite this difference between the sexes, females continue to display higher grade point averages than do males.

Significance and Implications. This pattern of improving grade point averages among males suggests that male graduate business students may be better prepared upon entering business school than previously. Consequently, they may be more likely to excel in their coursework and to complete degree programs. In addition, these data indicate that the gap in GPAs between male and female test registrants is narrowing.

Remarks about these Data. Published tabulations of undergraduate grade point average for 1982-83 and 1984-85 are not comparable to other years. Consequently, those data points are excluded from the tables and graphs shown here. All percentages presented are calculated excluding the test registrants who did not respond to questions about undergraduate grades.

TRENDS IN FEMALE UNDERGRADUATE GRADE POINT AVERAGE

GPA	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
Total	38761	46862	54941	56826	55396	N.A.	49450	N.A.	56632
3.51-4.0	18.0	18.6	19.0	19.8	19.4	N.A	19.4	N.A.	18.2
3.01-3.50	40.5	40.6	40.5	40.5	40.2	N.A.	40.4	N.A.	39.3
2.51-3.0	32.8	32.1	31.9	31.8	32.0	N.A.	32.2	N.A.	33.6
<2.0-2.50	8.6	8.8	8.6	7.9	8.5	N.A.	8.0	N.A.	9.0

* Percentages calculated excluding non-response category

TRENDS IN MALE UNDERGRADUATE GRADE POINT AVERAGE

GPA	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
Total	95295	100303	107490	103733	98661	N.A.	84333	N.A.	90757
3.51-4.0	10.0	10.7	10.9	11.4	11.4	N.A	11.8	N.A.	12.0
3.01-3.50	30.5	31.2	31.5	32.3	32.8	N.A.	33.4	N.A.	33.1
2.51-3.0	39.6	39.2	39.4	39.2	39.3	N.A.	39.2	N.A.	39.4
<2.0-2.50	19.9	18.9	18.2	17.0	16.7	N.A.	15.6	N.A.	15.4

* Percentages calculated excluding non-response category

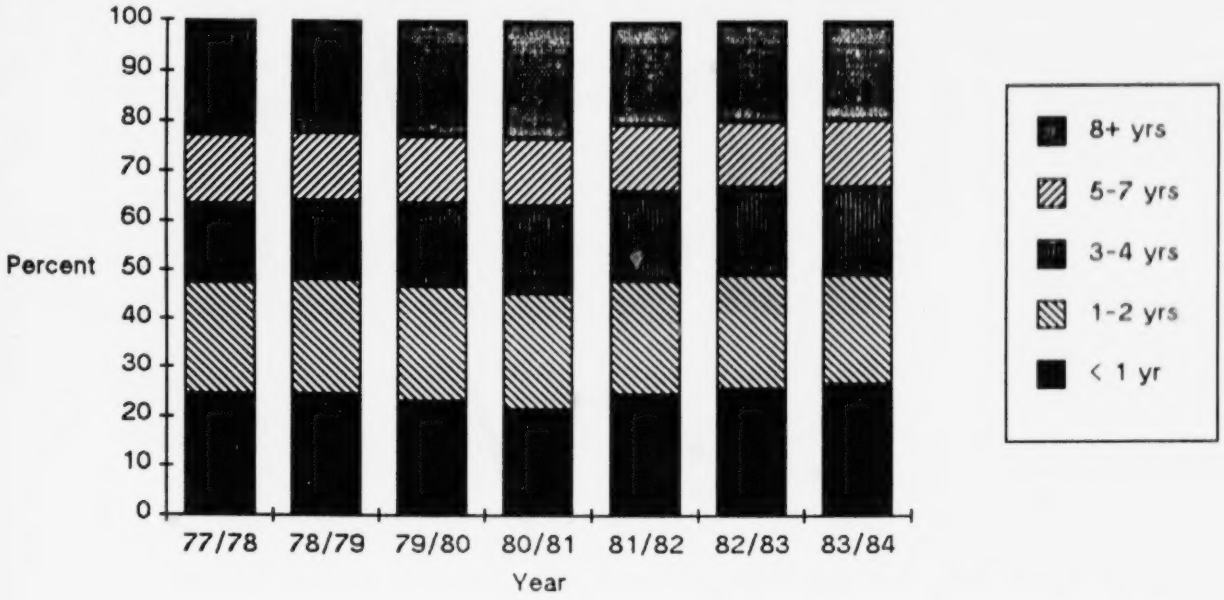
WORK EXPERIENCE
(Males)

Summary of Trends. For male test registrants, trends in prior work experience exhibit a mixed picture. There was a small increase in percentages with less than 1 year and with 3-4 years. At the upper end of the distribution, those with 8 or more years of experience, percentages also declined.

Remarks about these Data. In published tabulations, categories of work experience were changed in 1984-85, and beginning with that test year data are not comparable to earlier periods. Consequently, information presented in this table and graph concludes with the 1983-84 testing year. In addition, percentages presented are calculated excluding test registrants who did not respond to questions about work experience.

MALE WORK EXPERIENCE

Male Test Registrants Show a Small Increase in the Percentages with Less Than 1 Year and 3-4 Years of Prior Work Experience. Those with 8 or More Years Show a Decline.



WORK EXPERIENCE
PERCENTAGES OF MALE TEST REGISTRANTS WITH VARIOUS LEVELS
OF PRIOR WORK EXPERIENCE

	YEAR						
Work Exp.	77/78	78/79	79/80	80/81	81/82	82/83	83/84
1 yr.	24.4	24.5	23.1	21.4	24.3	25.7	26.5
1-2 yrs.	23.1	23.9	23.8	24.2	23.7	23.8	22.9
3-4 yrs.	15.7	15.7	16.6	17.4	17.8	17.6	17.5
5-7 yrs.	14.0	13.6	13.6	13.7	13.6	13.3	13.4
8 + yrs.	22.8	22.3	23.0	23.3	20.4	19.7	19.7
TOTAL	100.0	100.0	100.0	100.0	99.9	100.0	100.0
N =	111,997	117,767	122,705	118,652	108,354	101,343	90,814

WORK EXPERIENCE
(Females)

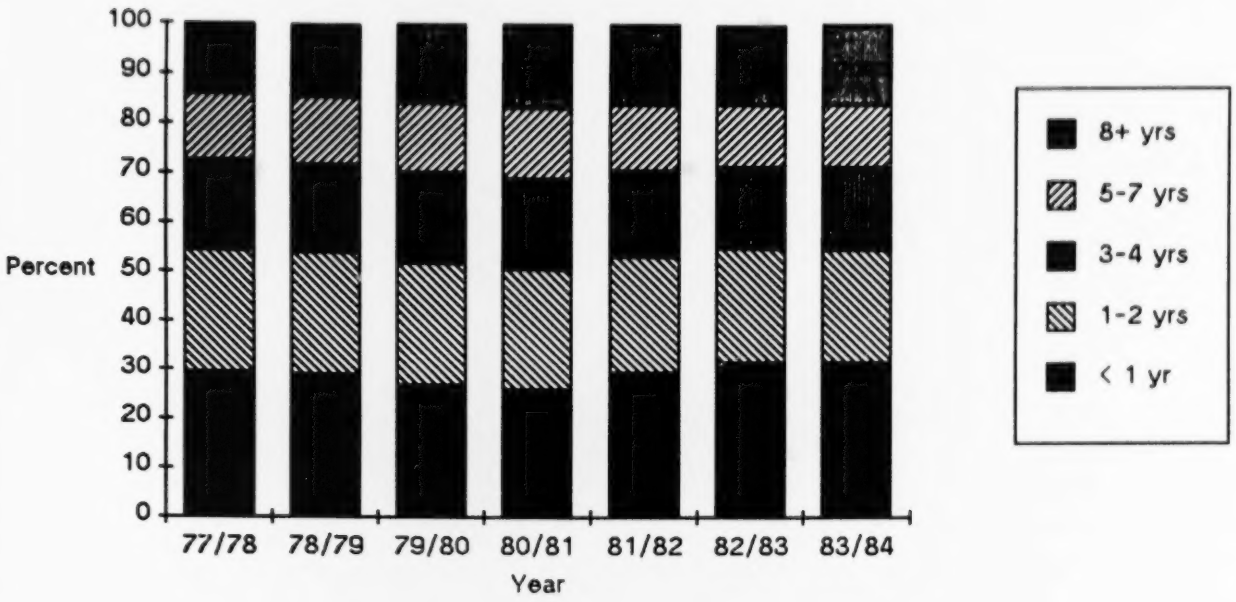
Summary of Trends. The pattern of changes in prior work experience are generally different for women than men. In contrast to the mixed pattern for males, female test registrants show declines in percentages for all categories less than 8 years and an increase among those with more than 8 years experience.

Significance and Implications. For females, the growing representation of test candidates with more than 8 years of work experience confirms earlier observations with respect to changing age distributions. Specifically, test registrants appear to be older and have more work experience as graduate business education becomes a more important prelude to a career change or additional impetus for career mobility.

Remarks about these Data. In tabulations on which these results are based, categories of work experience were changed in 1984-85, and beginning with that test year data are not comparable to earlier periods. Consequently, information presented in this table and graph concludes with the 1983-84 testing year. In addition, percentages presented are calculated excluding the nonresponse category.

FEMALE WORK EXPERIENCE

Female Test Registrants Show Declines in Percentages with Less Than 8 Years of Prior Work Experience. Representation of Those with More Than 8 Years Increased.

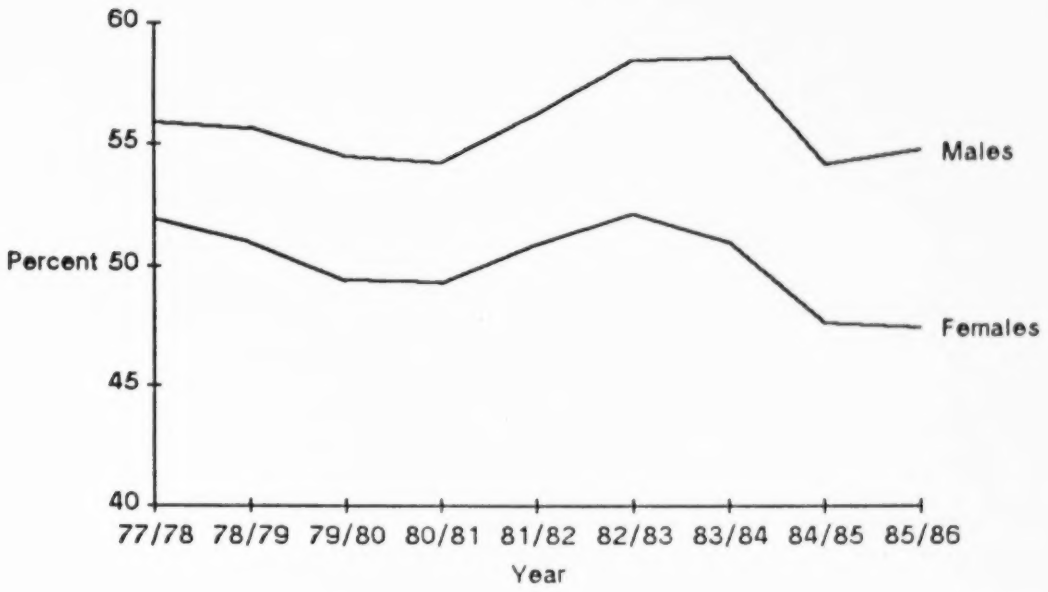


WORK EXPERIENCE
PERCENTAGES OF FEMALE TEST REGISTRANTS WITH VARIOUS LEVELS OF PRIOR WORK EXPERIENCE

	YEAR						
Work Exp.	77/78	78/79	79/80	80/81	81/82	82/83	83/84
1 yr.	29.4	29.0	26.9	25.8	29.4	31.5	31.5
1-2 yrs.	25.2	25.0	25.1	25.0	24.0	23.6	23.3
3-4 yrs.	17.8	17.4	17.8	18.0	17.1	16.0	16.3
5-7 yrs.	13.8	14.0	14.3	14.5	13.5	12.8	12.8
8 + yrs.	13.8	14.5	15.9	16.8	16.0	15.9	16.0
TOTAL	100.0	99.9	100.1	100.0	100.0	99.7	100.0
N =	43,182	52,155	59,018	60,737	56,280	53,207	49,305

INTENDED FULL-TIME GRADUATE STUDY

The Percentage of Test Registrants Intending Full-Time Graduate Study Increased In the Early 1980's, then Declined. Only Females show a Net Decline.



INTENDED FULL-TIME GRADUATE STUDY

Summary of Trend. For male test registrants, there was an increase in percentages intending full-time graduate study from 1981-82 through 1983-84. However, this trend was reversed in subsequent years, with men showing no change over the entire period. Women show a small decline from 1977-78 to 1985-86.

Significance and Implications. The period of increasing intended full-time graduate study for males coincides with the higher unemployment rates of the early 1980s. As unemployment declined, percentages of test registrants intending to enter part-time programs increased. This finding suggests the sensitivity of enrollment intentions to the availability of employment opportunities and, for females, a possibly growing preference for part-time business education programs.

TRENDS IN INTENDED GRADUATE STUDY
BY SEX: 1977/78 - 1985/86
MALES

	YEAR								
	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
Total	105458	110570	115686	112051	100006	93369	84119	100778	107549
Full-Time	58930	61529	63027	60791	56274	54655	49340	54633	58921
	55.9	55.6	54.5	54.3	56.3	58.5	58.7	54.2	54.8
Part-Time	46528	49041	52659	51260	43732	38714	34779	46145	48628
	79.0	44.4	45.5	45.7	43.7	41.5	41.3	45.8	45.2

** NOTE: PERCENTS CALCULATED BASED ON FULL-TIME AND PART TIME ONLY
Years 1981 to 1986 also contain Undecided and Nonresponse categories

TRENDS IN INTENDED GRADUATE STUDY
BY SEX: 1977/78 - 1985/86
FEMALES

	YEAR								
	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
Total	39459	47615	54603	56254	50837	48102	44919	56468	61770
Full-Time	20494	24278	26990	27740	25882	25099	22920	26929	29335
	51.9	51.0	49.4	49.3	50.9	52.2	51.0	47.7	47.5
Part-Time	18965	23337	27613	28514	24955	23003	21999	29539	32435
	48.1	49.0	50.6	50.7	49.1	47.8	49.0	52.3	52.5

** NOTE: PERCENTS CALCULATED BASED ON FULL-TIME AND PART TIME ONLY
Years 1981 to 1986 also contain Undecided and Nonresponse categories

HIGH TOTAL TEST SCORES

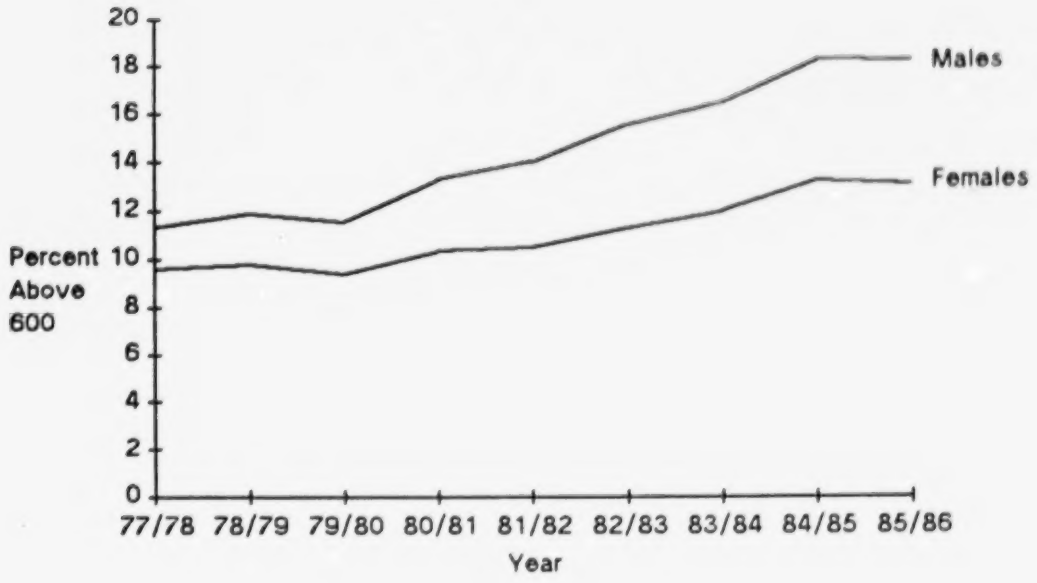
Summary of Trend. Both males and females show an increase in the percentage with total scores at or above 600. The increase has been particularly large among males. Whereas percentage differences between males and females were relatively small in 1977-78, by 1985-86 males had achieved a 5 percentage point advantage.

Significance and Implications. These trends indicate that increasingly graduate management programs may be attracting academically well-prepared students, both males and females. However, this trend has had a greater impact on male than female total test scores. Consequently, women are at a competitive disadvantage that may be especially relevant for entrance competition to those graduate business schools which require higher GMAT scores.

Remarks about these Data. A total score of 600 was selected to represent "high" scores, because it is about one standard deviation above the mean score of 481. For candidates tested from June 1983 through March 1986, approximately 14 percent of all test takers scored 600 or above.

HIGH TOTAL SCORES

The Percentage of Test Takers with High Total Scores has increased for Both Males and Females, with Males Showing the Larger Increase.



PERCENTAGE OF TEST TAKERS WITH HIGH TOTAL SCORES,

TOTAL COUNT AND PERCENT WITH SCORES AT OR ABOVE 600

	YEAR								
SEX	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	92157	95717	100727	98322	86944	79495	69661	79109	82956
Males	11.3	11.9	11.6	13.3	14.0	15.6	16.5	18.3	18.2
	40228	48370	55821	58269	52927	48495	44359	52515	55863
Females	9.6	9.8	9.4	10.4	10.5	11.3	12.0	13.3	13.1

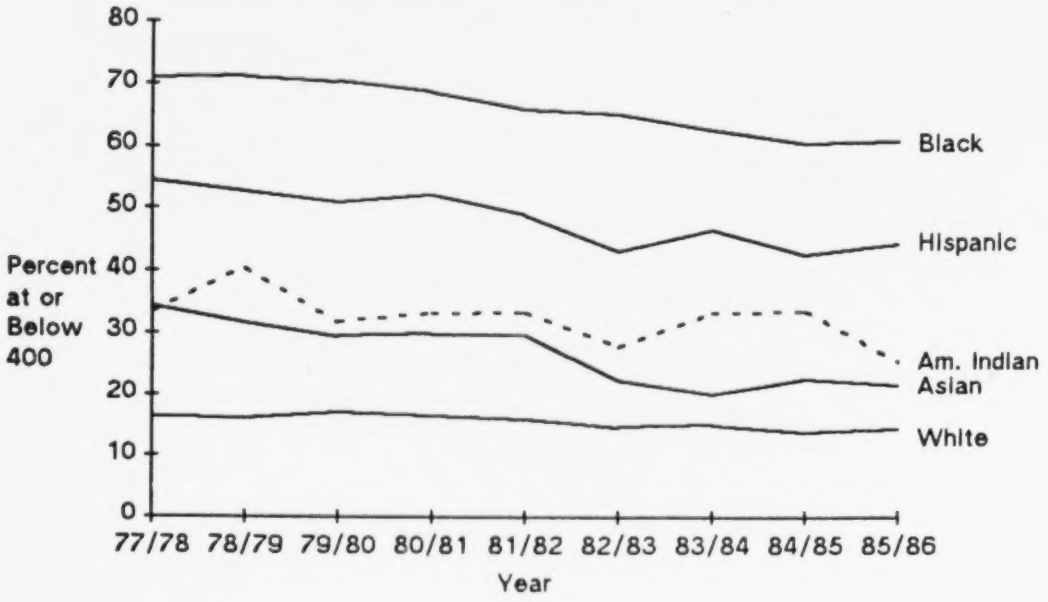
LOW TOTAL TEST SCORES
(U.S. Subpopulations)

Summary of Trend. For both males and females, all ethnic subgroups in the U.S. population experienced a decline in the percentage of test takers with low total scores. Large decreases occurred for Hispanics, Asians and American Indians, while smaller decreases occurred for Blacks, and the smallest decrease occurred for Whites. In general, declines in low scores were larger for males than for females. Despite these improvements, however, large gaps in low test score percentages remain, with spreads ranging over 40 points between Blacks and Whites.

Significance and Implications. These declines in low test score percentages for all U.S. subpopulations underscore the potential for improved business school performance for all of these groups. However, the continuing large percentages with low scores for some subgroups suggests that they remain at a competitive disadvantage.

TOTAL SCORES

Among Females, the Percentage of Test Takers with Low Scores has Decreased Substantially. Larger Declines have Occurred for Minority Groups than for Whites.



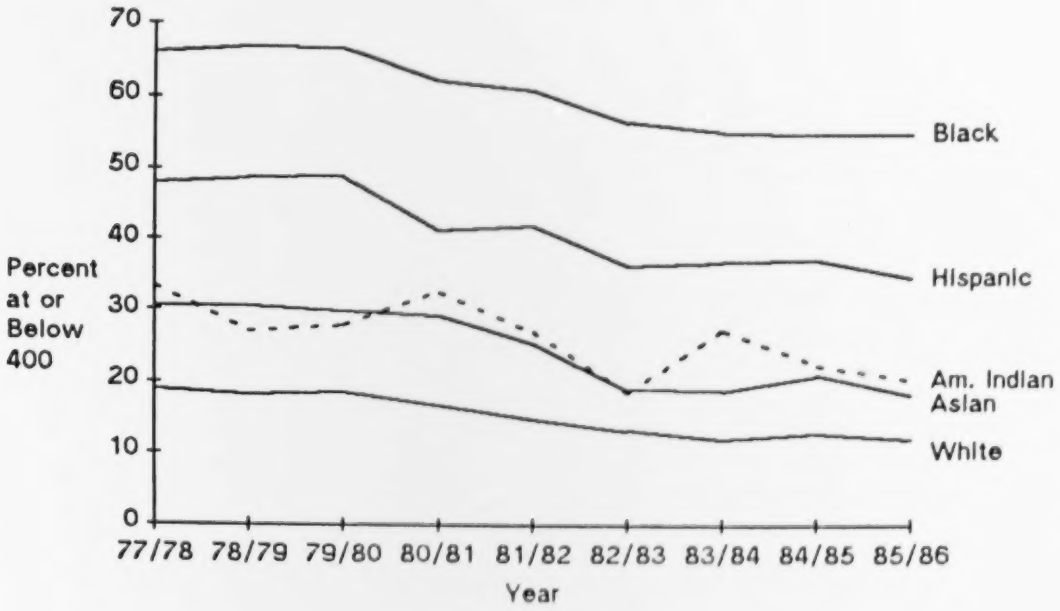
TOTAL SCORES
PERCENTAGE OF FEMALE TEST TAKERS WITH LOW SCORES
BY U.S. SUBPOPULATION

TOTAL COUNT AND PERCENT WITH SCORES AT OR BELOW 400

U.S. SUBPOPULATION	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
White	31955	38567	44707	46485	42651	39184	36197	43340	46021
	16.3	16.1	17.1	16.5	16.0	14.7	15.0	13.9	14.4
Black	3665	4077	4432	4451	4161	3788	3500	3983	4337
	70.9	71.2	70.5	68.7	66.0	65.2	62.8	60.6	60.9
Asian	971	1276	1398	1485	1403	1347	1285	1606	1720
	34.3	31.7	29.5	29.8	29.8	22.4	20.1	22.5	21.6
Hispanic	390	461	587	706	726	659	691	836	913
	54.4	52.7	50.9	52.1	49.0	43.3	46.7	42.7	44.5
Amer. Indian	87	111	132	151	126	151	129	167	150
	33.3	40.5	31.8	33.1	33.3	27.8	33.3	33.5	25.3
Other	428	500	588	584	618	528	473	531	605
	31.1	30.4	34.4	33.4	34.0	33.5	30.7	33.5	29.3
No Response	2732	3378	3977	4407	3242	2838	2084	2052	2117
	22.9	23.1	23.1	21.9	21.1	20.6	18.2	18.6	19.8

TOTAL SCORES

Among Males, the Percentage of Test Takers with Low Scores has Decreased Substantially. Larger Declines have Occurred for Minority Groups than for Whites.



TOTAL SCORES
PERCENTAGE OF MALE TEST TAKERS WITH LOW SCORES
BY U.S. SUBPOPULATION

TOTAL COUNT AND PERCENT WITH SCORES AT OR BELOW 400

U.S. SUBPOPULATION	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
White	76275	78912	83296	81084	72697	66440	58837	67162	69620
	18.9	18.2	18.6	16.8	14.8	13.2	11.9	12.7	11.9
Black	4404	4312	4507	4258	3742	3371	2926	3480	3581
	66.1	66.9	66.8	62.3	61.0	56.6	55.2	55.0	55.0
Asian	1653	1920	2010	2023	2102	1848	1661	1949	2139
	30.6	30.6	29.9	29.2	25.4	19.0	18.8	21.0	18.1
Hispanic	1038	1172	1253	1354	1172	1207	1099	1196	1249
	48.0	48.7	48.8	41.4	42.1	36.4	36.9	37.1	34.7
Amer. Indian	225	274	295	270	241	254	246	259	280
	33.3	27.0	27.8	32.6	27.0	18.5	27.2	22.4	20.4
Other	1211	1276	1314	1193	1038	915	874	927	997
	32.6	29.4	30.6	32.9	28.0	26.0	23.8	28.9	26.9
No Response	7351	7851	8052	8140	5952	5460	4018	4136	4090
	17.6	18.3	19.1	17.2	13.8	14.9	10.9	13.0	13.2

LOW TOTAL TEST SCORES
(Western Nations and Australia)

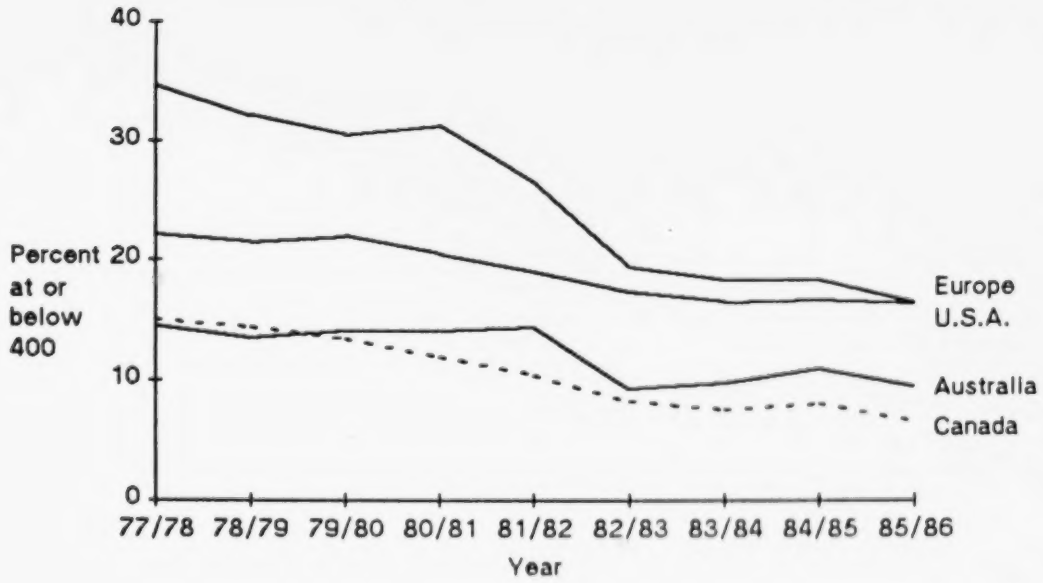
Summary of Trend. The pattern of change in low total tests scores is similar in Australia and Western countries to that for Third World nations. Dramatic declines in low scores have occurred for Europeans, while more limited decreases have occurred among Americans, Australians and Canadians. By the end of the time period under review, 1985-86, percentages with low test scores were identical for Europeans and Americans, three percentage points lower for Australians, and three points below that for Canadians.

Significance and Implications. Because percentages with low scores are so low for Canadians and Australians, they probably will not decline much more in the future. Consequently, if trends for Europeans and Americans continue, there should be a convergence in this measure for these four countries in the future.

Remarks about these Data. Scores of 400 or below were selected to represent low test scores because that figure is approximately one standard deviation below the mean score of 481. For candidates tested from June 1983 through March 1986, approximately 21 percent scored below 400 points.

TOTAL SCORES

The Percentage of Test Takers With Low Scores has Declined Dramatically for Europeans and Modestly for Americans, Australians, and Canadians.



TOTAL SCORES
PERCENTAGE OF TEST TAKERS WITH LOW SCORES,
BY WORLD REGION

TOTAL COUNT AND PERCENT WITH SCORES AT OR BELOW 400

WORLD REGION	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	331	431	496	625	694	690	844	1008	1050
Australia	14.5	13.5	14.1	14.1	14.4	9.3	9.8	11.0	9.5
	6400	7565	8454	7759	7637	6428	5484	7830	8744
Canada	15.0	14.4	13.4	11.9	10.4	8.2	7.5	8.0	6.5
	3404	3797	4391	4526	4497	4247	4272	6092	7398
Europe	34.7	32.2	30.5	31.3	26.5	19.4	18.3	18.3	16.4
	132490	144220	156695	156684	139964	128119	114142	131824	134999
U.S.A.	22.1	21.5	22.0	20.5	19.0	17.3	16.5	16.7	16.4

LOW TOTAL TEST SCORES
(Third World Regions)

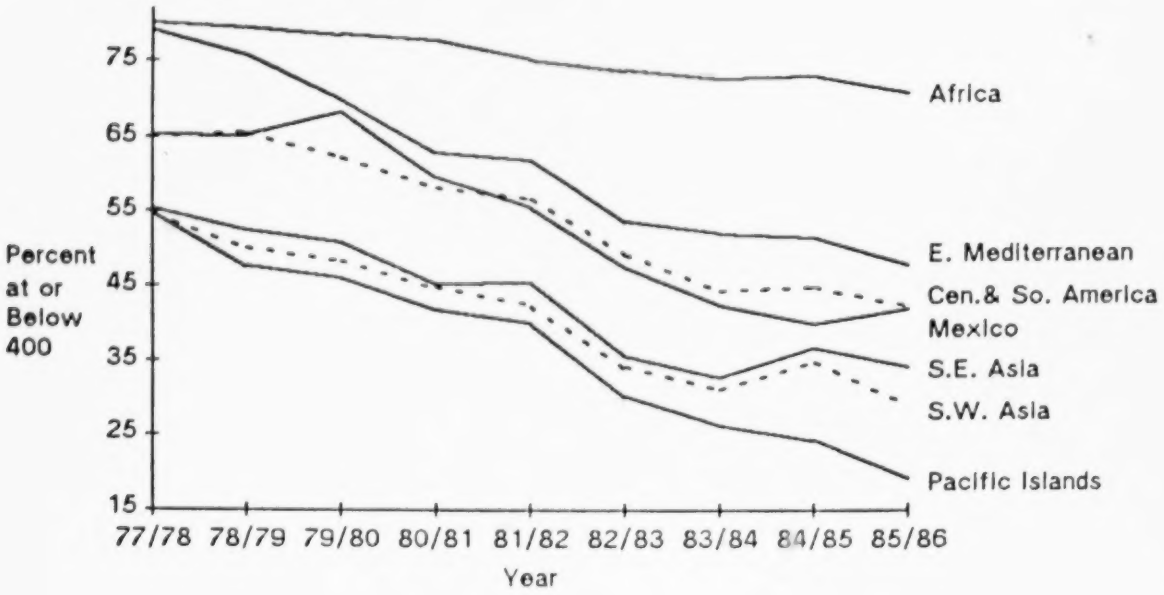
Summary of Trend. All Third World countries display decreases in the percentages of test takers with scores at or below 400. Especially large declines occurred in Asia, Latin America and the Pacific Islands, while the smallest decrease occurred for candidates from Africa.

Significance and Implications. These trends suggest that test takers from Third World countries may be better prepared academically than previously, and that they face improved prospects for competing effectively in graduate business programs.

Remarks about these Data. Scores of 400 or below were selected to represent low test scores because that figure represents approximately one standard deviation below the mean score of 481. For candidates tested from June 1983 through March 1986, approximately 21 percent scored below 400 points.

TOTAL SCORES

The Percentage of Test Takers with Low Scores has Decreased Sharply in Asia, Latin America, and the Pacific Islands. The Percentage with Low Scores in Africa has Declined Less.



TOTAL SCORES
PERCENTAGE OF TEST TAKERS WITH LOW SCORES, BY WORLD REGION

TOTAL COUNT AND PERCENT WITH SCORES AT OR BELOW 400

WORLD REGION	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	3235	3846	4086	3643	3257	3188	2914	3455	3704
Africa	80.2	79.6	78.7	77.9	75.3	73.9	72.8	73.2	71.0
	2058	2402	2741	2869	2718	2681	2411	2970	2995
C.& S. Amer.	65.0	65.6	62.4	58.2	56.8	49.4	44.4	44.9	42.3
	4015	3867	3237	2386	2015	1800	1663	2401	2791
Eastern Med.	79.2	75.8	70.0	63.0	62.1	53.7	52.1	51.6	48.0
	468	495	529	725	709	391	358	398	389
Mexico	65.4	65.3	68.4	59.6	55.6	47.6	42.5	39.9	41.9
	4155	4949	5187	4627	3737	3871	3265	4388	5704
Pacific Is.	54.8	47.7	46.1	41.8	40.0	30.2	26.3	24.3	19.2
	5208	5744	6959	7681	8408	8015	8550	11286	13596
S.E. Asia	55.4	52.5	50.9	45.3	45.5	35.7	32.8	36.8	34.3
	3554	4013	3923	4056	4052	3831	3843	4409	4985
S.W. Asia	54.6	50.2	48.4	44.8	42.4	34.2	31.2	34.9	29.1

HIGH QUANTITATIVE TEST SCORES

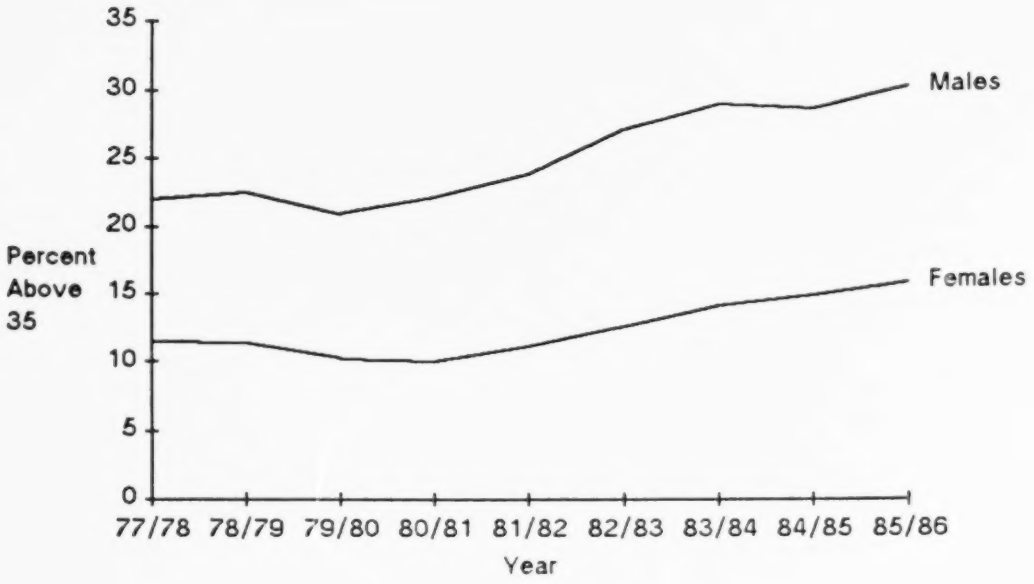
Summary of Trends. Both males and females have experienced increases in the percentage of test takers with quantitative scores at or above 35. However, the increase was larger for males than females, accentuating the existing male advantage in high quantitative scores.

Significance and Implications. With the growing emphasis on quantitative coursework in graduate business programs over this period, increases in the representation of test takers with high quantitative scores is a welcomed trend. Yet, the slower rate of increase among females than males may continue to create a female competitive disadvantage in business school entrance and program performance.

Remarks about these Data. Quantitative scores of 35 or greater were identified as "high" scores because they represent test takers who score more than approximately one or more standard deviation above the mean value of 27. For candidates tested from June, 1983 through March, 1986, approximately one-quarter of all test takers scored 35 or above.

HIGH QUANTITATIVE SCORES

The Percentage of Test Takers with High Quantitative Scores has Increased Substantially for both Males and Females.



PERCENTAGE OF TEST TAKERS WITH HIGH QUANTITATIVE SCORES,

TOTAL COUNT AND PERCENT WITH SCORES AT OR ABOVE 35

	YEAR								
SEX	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	92157	95717	100727	98322	86944	79495	69661	79109	82956
Males	22.0	22.6	21.0	22.2	23.9	27.1	29.0	28.7	30.4
	40228	48370	55821	58269	52927	48495	44359	52515	55863
Females	11.5	11.4	10.2	10.1	11.1	12.6	14.1	14.9	15.8

LOW QUANTITATIVE SCORES
(U.S. Subpopulations)

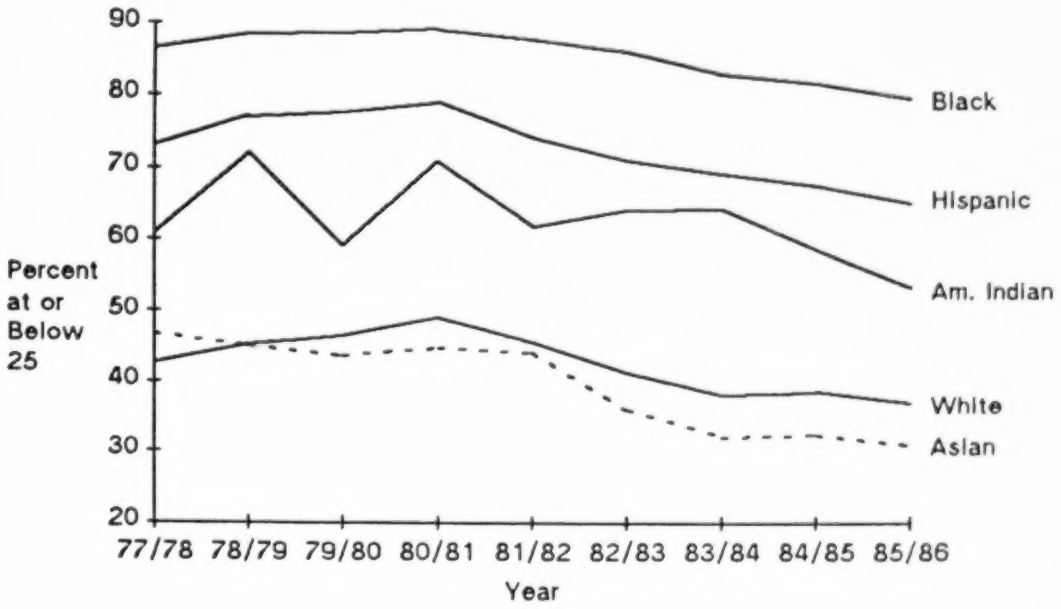
Summary of Trends. Over this period, for both males and females, all U.S. subpopulations have shown at least a moderately large decline in the percentage of test takers with low quantitative scores. For some groups, such as Hispanic females and Asian males, these declines in percentages with quantitative scores at or below 25 have been quite large.

Significance and Implications. U.S. ethnic subpopulations of Blacks, Hispanics and American Indians continue to experience a competitive disadvantage relative to Whites in terms of quantitative tests scores. However, these ethnic groups have experienced more rapid quantitative score improvement than have Whites. If this trend continues it may have the positive effect of increasing both minority representation in graduate business programs and in the pool of future managers.

Remarks about these Data. Quantitative scores at or below 25 were selected to represent "low" test scores because they constitute approximately the bottom third of the testing distribution.

QUANTITATIVE SCORES

For Females, Moderate to Large Decreases in the Percentage of Test Takers with Low Scores Occurred for all U.S. Subpopulations.



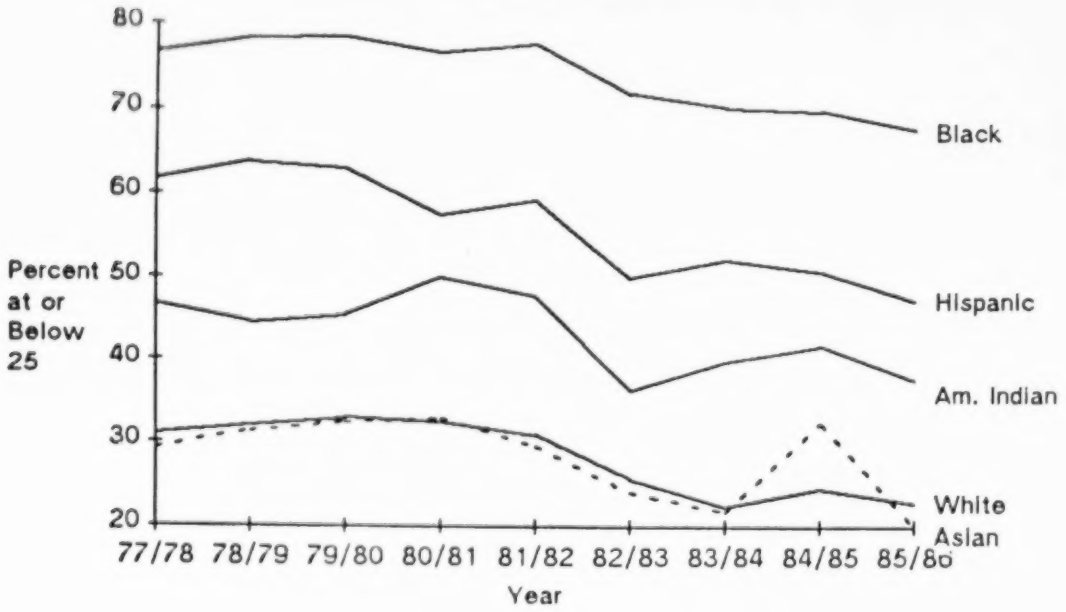
QUANTITATIVE SCORES
PERCENTAGE OF FEMALE TEST TAKERS WITH LOW SCORES, BY U.S. SUBPOPULATION

TOTAL COUNT AND PERCENT WITH SCORES AT OR BELOW 25

	YEAR								
SUBPOPULATION	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	31955	38567	44707	46485	42651	39184	36197	43340	46021
White	42.6	45.2	46.4	49.0	45.6	41.2	38.1	38.5	36.9
	3665	4077	4432	4451	4161	3788	3500	3983	4337
Black	86.5	88.5	88.7	89.3	87.9	86.2	83.1	81.8	79.7
	971	1276	1398	1485	1403	1347	1285	1606	1720
Asian	46.7	45.1	43.6	44.8	44.1	35.9	32.0	32.3	30.8
	390	461	587	706	726	659	691	836	913
Hispanic	73.1	77.0	77.7	79.1	74.2	71.2	69.3	67.6	65.2
	87	111	132	151	126	151	129	167	150
Am Indian	60.9	72.1	59.1	70.9	61.9	64.2	64.3	58.7	53.3
	428	500	588	584	618	528	473	531	605
Other	54.7	58.6	63.6	61.8	63.4	61.6	57.3	58.0	56.7
	2732	3378	3977	4407	3242	2838	2084	2052	2117
No Response	49.7	51.6	52.0	52.5	49.8	47.6	40.1	41.7	42.0

QUANTITATIVE SCORES

For Males, Moderate to Large Decreases in the Percentage of Test Takers with Low Scores Occurred for all U.S. Subpopulations.



QUANTITATIVE SCORES
PERCENTAGE OF MALE TEST TAKERS WITH
LOW SCORES, BY U.S. SUBPOPULATION

TOTAL COUNT AND PERCENT WITH SCORES AT OR BELOW 25

	YEAR								
SUBPOPULATION	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	76275	78912	83296	81084	72697	66440	58837	67162	69620
White	31.0	32.0	32.9	32.4	30.9	25.6	22.3	24.4	22.7
	4404	4312	4507	4258	3742	3371	2926	3480	3581
Black	76.6	78.3	78.5	76.7	77.7	71.9	70.3	69.9	67.7
	1653	1920	2010	2023	2102	1848	1661	1949	2139
Asian	29.2	31.3	32.4	32.8	29.5	24.0	21.7	32.2	20.0
	1038	1172	1253	1354	1172	1207	1099	1196	1249
Hispanic	61.7	63.7	63.0	57.6	59.3	50.0	52.1	50.8	47.2
	225	274	295	270	241	254	246	259	280
Am Indian	46.7	44.5	45.4	50.0	47.7	36.2	39.8	41.7	37.7
	1211	1276	1314	1193	1038	915	874	927	997
Other	45.1	43.4	45.1	49.5	43.2	41.7	35.2	40.0	37.7
	7351	7851	8052	8140	5952	5460	4018	4136	4090
No Response	31.3	32.8	33.3	34.0	29.2	28.0	21.6	24.9	23.4

LOW QUANTITATIVE SCORES
(Western Nations and Australia)

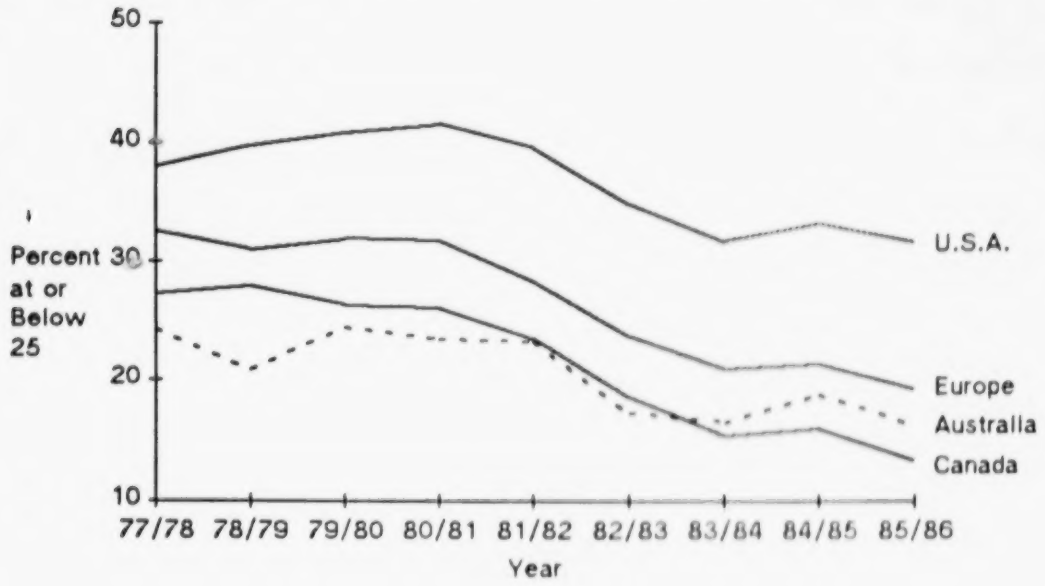
Summary of Trend. For Australia and Western countries outside the United States there is a clear trend toward a rapid decline in the percent of test takers with low quantitative scores. Although the U.S. also experienced a decline, the improvement was somewhat smaller, and percentages of test-takers with scores at or below 25 remain higher than for other Western countries.

Significance and Implications. For Western countries outside the U.S. there is an apparent simultaneous progress toward lower percentages of test takers with quantitative scores at or below 25. Percentages with low scores in the U.S. remain higher than other Western countries partially because of the considerably lower scores of U.S. ethnic subgroups.

Remarks about these Data. Quantitative scores at or below 25 were selected to represent "low" test scores because they constitute approximately the bottom third of the testing distribution.

QUANTITATIVE SCORES

The Percentage of Test Takers with Low Scores Declined Modestly in Australia and the United States. Larger Decreases Occurred in Europe and Canada.



QUANTITATIVE SCORES
PERCENTAGE OF TEST TAKERS WITH LOW SCORES,
BY WORLD REGION

TOTAL COUNT AND PERCENT WITH SCORES AT OR BELOW 25

WORLD REGION	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	331	431	496	625	694	690	844	1008	1050
Australia	24.2	20.9	24.4	23.4	23.2	17.2	16.5	18.8	16.3
	6400	7565	8454	7759	7637	6428	5484	7830	8744
Canada	27.2	27.9	26.3	26.1	23.5	18.6	15.4	16.0	13.4
	3404	3797	4391	4526	4497	4247	4272	6092	7398
Europe	32.5	31.0	31.9	31.7	28.3	23.7	21.0	21.4	19.3
	132490	144220	156695	156684	139964	128119	114142	131824	134999
U.S.A.	38.0	39.8	40.9	41.6	39.6	34.9	31.7	33.2	31.6

LOW QUANTITATIVE SCORES
(Third World Regions)

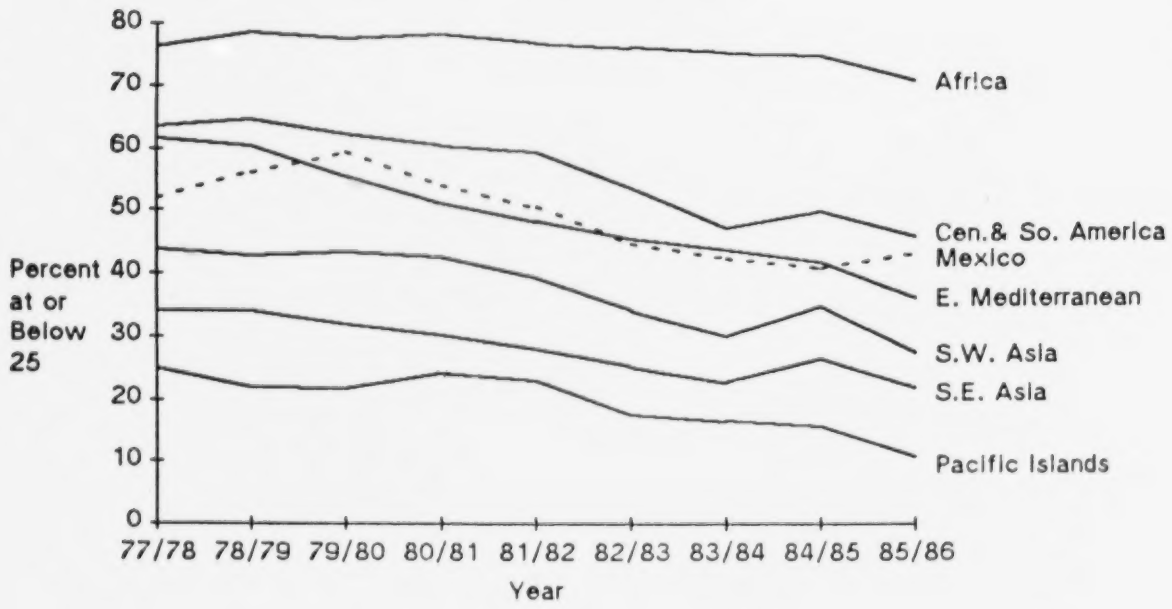
Summary of Trends. One of the more dramatic trends in these data has been the substantial decline in low quantitative scores among test takers from Third World regions. With the exception of Africa, where only small declines occurred, all other regions experienced declines exceeding 10 points in percentages with quantitative scores below 25.

Significance and Implications. The probable net effect of these trends has been to improve greatly the competitive position of test takers from Third World regions in terms of both graduate business school entrance and performance in subject areas requiring quantitative skills.

Remarks about these Data. Quantitative scores at or below 25 were selected to represent "low" test scores because they constitute approximately the bottom third of the testing distribution.

QUANTITATIVE SCORES

With the Exception of Africa, Moderate to Large Declines in the Percentage of Low Test Scores Occurred in All Third World Regions.



QUANTITATIVE SCORES
PERCENTAGE OF TEST TAKERS WITH LOW SCORES,
BY WORLD REGION

TOTAL COUNT AND PERCENT WITH SCORES AT OR BELOW 25

WORLD REGION	YEAR								
	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	3235	3846	4086	3643	3257	3188	2914	3455	3704
Africa	76.5	78.7	77.8	78.5	77.1	76.4	75.6	75.2	71.0
	2058	2402	2741	2869	2718	2681	2411	2970	2995
C.& S. Amer.	63.5	64.7	62.4	60.6	59.6	53.7	47.3	49.9	46.0
	4015	3867	3237	2386	2015	1800	1663	2401	2791
Eastern Med.	61.7	60.6	55.6	51.3	48.3	45.5	43.8	41.9	36.2
	468	495	529	725	709	391	358	398	389
Mexico	51.9	56.2	59.5	54.1	50.6	44.8	42.5	41.0	43.2
	4155	4949	5187	4627	3737	3871	3265	4388	5704
Pacific Is.	25.1	22.0	21.9	24.3	23.1	17.7	16.6	15.7	10.7
	5208	5744	6959	7681	8408	8015	8550	11286	13596
S.E. Asia	34.1	34.1	32.0	30.3	28.0	25.3	22.9	26.6	22.0
	3554	4013	3923	4056	4052	3831	3843	4409	4985
S.W. Asia	43.9	42.9	43.4	42.7	39.4	34.2	30.2	34.9	27.5

HIGH VERBAL TEST SCORES

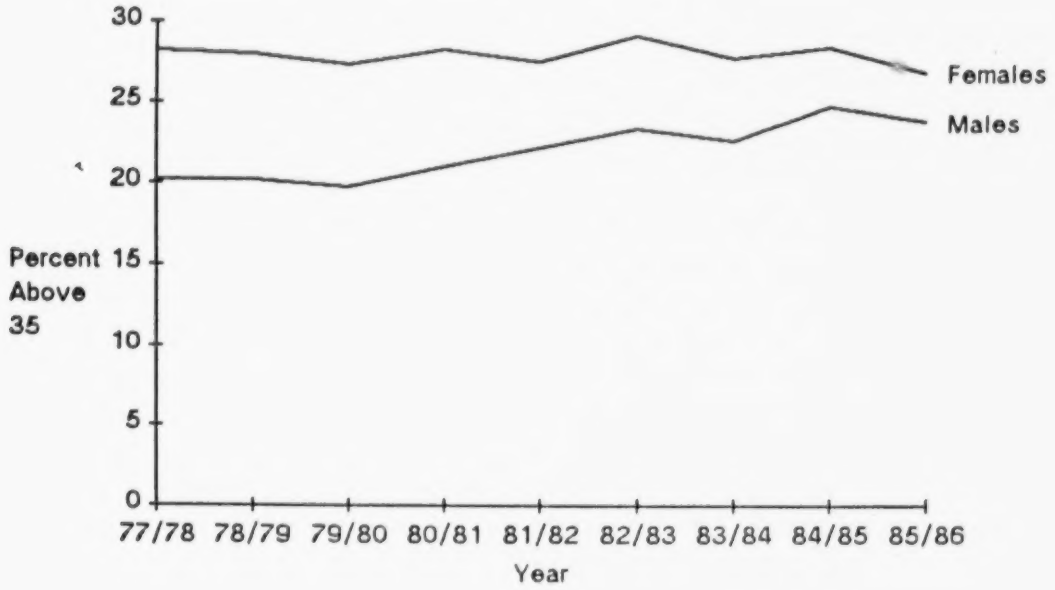
Summary of Trend. Males show a general trend toward slightly greater percentages with verbal scores at or above 25. In contrast, there was an unstable pattern and ultimately a slight decline in high verbal scores among females. As a result of these differences, over this period the gap between males and females in percentages with high verbal scores was reduced by half.

Significance and Implications. Similar to observations for high total scores, the pool of highly qualified male graduate business school candidates has been increasing steadily over time. While females still hold a slight advantage, it may disappear if recent trends continue.

Remarks about these Data. Verbal scores of 35 or greater were selected to represent "high" scores because they represent test takers who scored more than approximately one standard deviation above the mean value of 27. For candidates tested from June, 1983 through March, 1986, approximately one-fifth of all test takers scored 35 or above.

HIGH VERBAL SCORES

The Percentage of Test Takers with High Verbal Scores has Increased for Males and Decreased Slightly for Females.



PERCENTAGE OF TEST TAKERS WITH HIGH VERBAL SCORES,

TOTAL COUNT AND PERCENT WITH SCORES AT OR ABOVE 35

	YEAR								
SEX	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	92157	95717	100727	98322	86944	79495	69661	79109	82956
Males	20.2	20.2	19.8	21.0	22.2	23.4	22.6	24.8	23.8
	40228	48370	55821	58269	52927	48495	44359	52515	55863
Females	28.2	28.0	27.3	28.3	27.5	29.2	27.8	28.4	26.8

LOW VERBAL TEST SCORES
(U.S. Subpopulations)

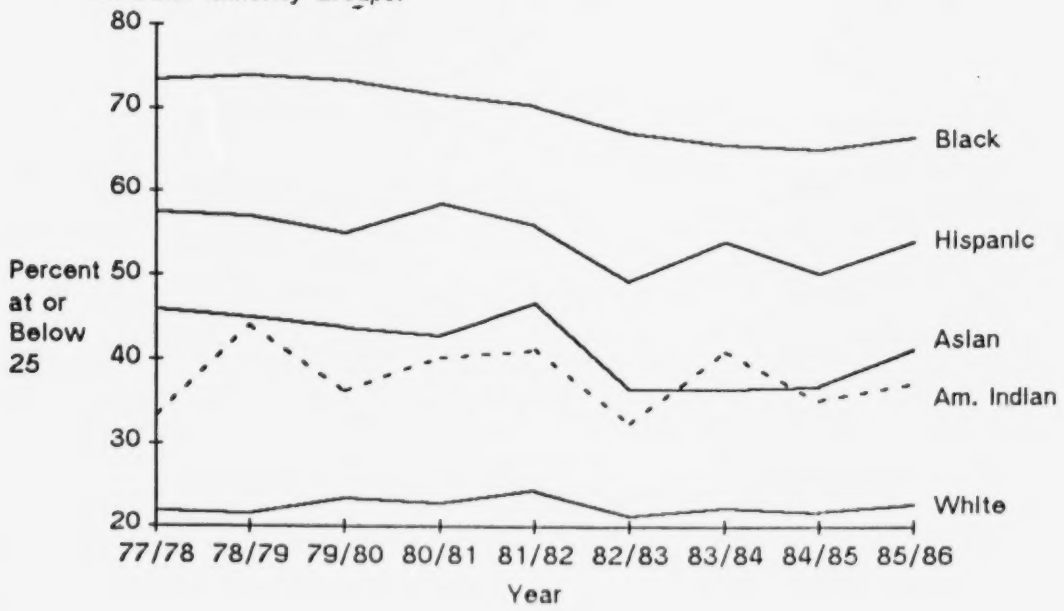
Summary of Trend. The data shown here indicate that among males in all U.S. subpopulations, the percentage of low scores decreased moderately in recent years. For females, low score percentages remained basically unchanged for whites, increased for American Indians and declined modestly for other groups.

Significance and Implications. All subgroups of U.S. male test takers show a clear pattern of improvements in verbal test scores, while this trend is not generally evident for females. The net effect of these patterns is an overall improvement in the competitive position of U.S. males relative to females on the verbal examination, where females traditionally have held an advantage.

Remarks about these Data. Verbal scores at or below 25 were selected to represent low test scores because they constitute approximately the bottom third of the testing distribution.

VERBAL SCORES

Among U.S. Female Test Takers, Verbal Scores Remained Unchanged for Whites, while the Percentage with Low Scores Increased for American Indians and Decreased for all Other Minority Groups.

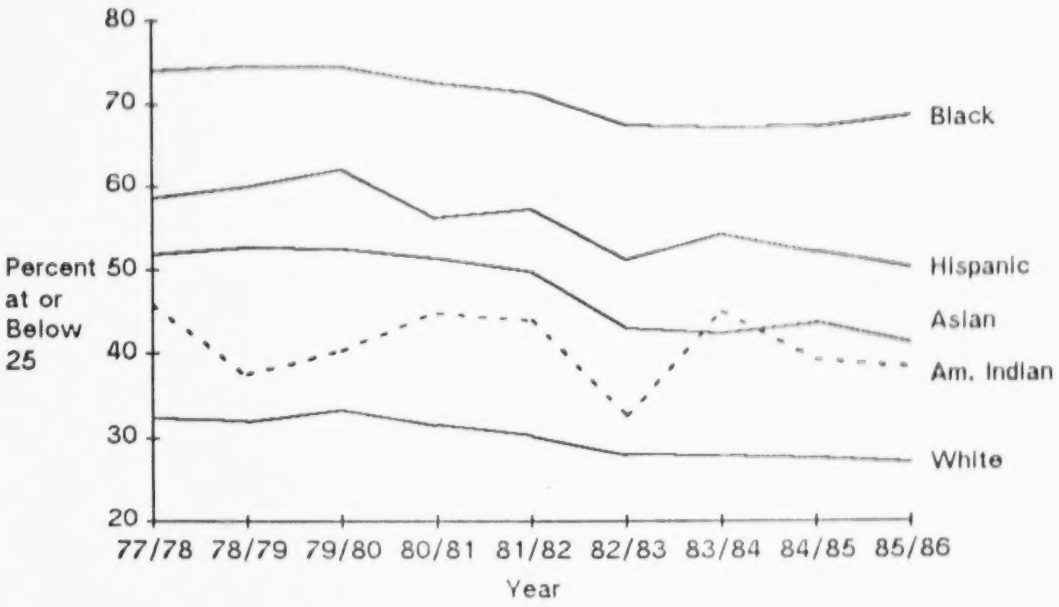


VERBAL SCORES
PERCENTAGE OF FEMALE TEST TAKERS WITH
LOW SCORES, BY U.S. SUBPOPULATION

	YEAR								
SUBPOPULATION	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	31955	38567	44707	46485	42651	39184	36197	43340	46021
White	21.8	21.5	23.4	22.8	24.3	21.3	22.3	21.8	22.7
	3665	4077	4432	4451	4161	3788	3500	3983	4337
Black	73.3	73.9	73.3	71.6	70.3	67.1	65.7	65.1	66.5
	971	1276	1398	1485	1403	1347	1285	1606	1720
Asian	45.9	45.0	43.8	42.9	46.8	36.7	36.7	37.0	41.3
	390	461	587	706	726	659	691	836	913
Hispanic	57.4	57.0	55.0	58.5	55.9	49.4	54.0	50.2	54.0
	87	111	132	151	126	151	129	167	150
Am Indian	33.3	44.1	36.4	40.4	41.3	32.5	41.1	35.3	37.3
	428	500	586	584	618	528	473	531	605
Other	34.3	36.2	38.8	40.6	41.1	38.6	38.1	43.1	39.8
	2732	3378	3977	4407	3242	2838	2084	2052	2117
No Response	26.8	26.8	27.2	26.7	26.7	26.7	24.2	24.3	26.6

VERBAL SCORES

Among U.S. Males, the Percentage of Test Takers with Low Scores Decreased Moderately for all Subpopulations.



VERBAL SCORES
PERCENTAGE OF MALE TEST TAKERS WITH
LOW SCORES, BY U.S. SUBPOPULATION

	YEAR								
SUBPOPULATION	77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	76275	78912	83296	81084	72697	66440	58837	67162	69620
White	32.3	32.0	33.4	31.6	30.3	28.1	28.0	27.7	27.1
	4404	4312	4507	4258	3742	3371	2926	3480	3581
Black	74.1	74.6	74.6	72.6	71.5	67.5	67.2	67.3	68.6
	1653	1920	2010	2023	2102	1848	1661	1949	2139
Asian	51.9	52.7	52.6	51.5	49.9	43.0	42.5	43.7	41.3
	1038	1172	1253	1354	1172	1207	1099	1196	1249
Hispanic	58.6	60.0	62.2	56.2	57.3	51.3	54.3	52.3	50.2
	225	274	295	270	241	254	246	259	280
Am Indian	45.8	37.6	40.3	44.8	44.0	32.7	45.1	39.4	38.6
	1211	1276	1314	1193	1038	915	874	927	997
Other	43.2	41.9	44.2	45.2	42.0	40.1	39.7	44.0	41.1
	7351	7851	8052	8140	5952	5460	4018	4136	4090
No Response	28.0	28.1	31.3	29.6	25.4	27.6	23.0	24.0	23.8

LOW VERBAL TEST SCORES
(Western Nations and Australia)

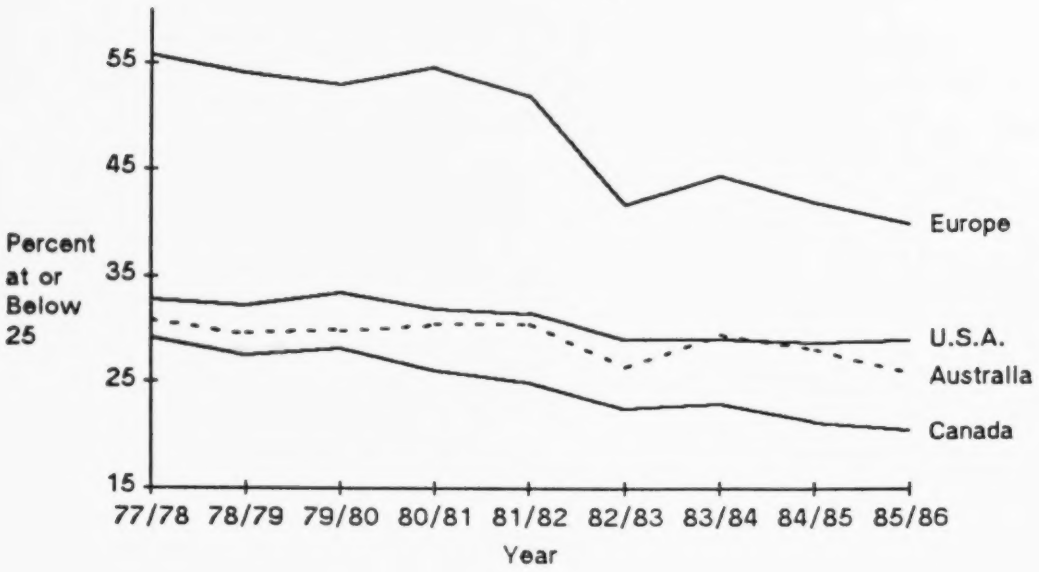
Summary of Trend. Similar to the trend for Third World regions, Australia and Western nations of the world also experienced a decline in the percentage of test takers with low verbal scores. The largest decline occurred in Europe, while the smallest occurred in the U.S. Not surprisingly, throughout the period, percentages with low verbal scores were smaller in the three English speaking regions than in Europe, which combines English and many other languages.

Significance and Implications. Also similar to findings for Third World countries, these data indicate an improvement in the competitive position of non-U.S. test takers, with particularly substantial advances occurring for Europeans. Nevertheless, non-English speaking test takers in Europe and elsewhere continue to display some disadvantage.

Remarks about these Data. Verbal scores at or below 25 were selected to represent low test scores because they constitute approximately the bottom third of the testing distribution.

VERBAL SCORES

The Percentage of Test Takers with Low Scores Declined Substantially in Europe. Smaller Decreases Occurred in Australia, Canada, and the United States.



VERBAL SCORES
PERCENTAGE OF TEST TAKERS WITH LOW SCORES,
BY WORLD REGION

TOTAL COUNT AND PERCENT WITH SCORES AT OR BELOW 25

WORLD REGION	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	331	431	496	625	694	690	844	1008	1050
Australia	30.8	29.5	29.8	30.4	30.4	26.4	29.4	28.0	25.8
	6400	7565	8454	7759	7637	6428	5484	7830	8744
Canada	29.1	27.5	28.1	26.0	24.9	22.5	22.9	21.2	20.5
	3404	3797	4391	4526	4497	4247	4272	6092	7398
Europe	55.8	54.1	53.0	54.6	52.0	41.7	44.4	41.9	39.9
	132490	144220	156695	156684	139964	128119	114142	131824	134999
U.S.A.	32.7	32.2	33.4	31.9	31.5	29.0	29.0	28.7	28.9

LOW VERBAL TEST SCORES
(Third World Regions)

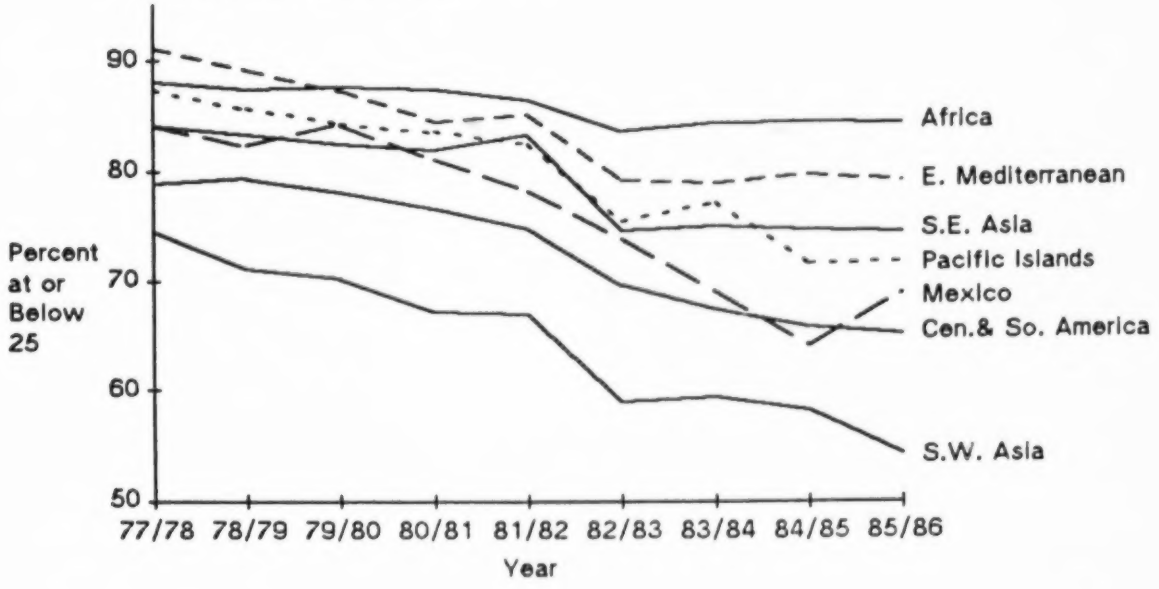
Summary of Trend. Test takers from all Third World regions display a decline in the percentage of test-takers with verbal scores at or below 25. This decrease in low test scores was smallest in Africa and largest in S.W. Asia, Mexico and the Pacific Islands. Because declines in some areas were far greater than in others, by the end of this period, 1985-86, considerable variation existed in percentages with low test scores across Third World regions.

Significance and Implications. As a result of improved verbal scores, test takers from all Third World regions have improved their competitive position with respect to entrance to graduate business institutions and success in these programs. However, for some regions, such as Africa, the Eastern Mediterranean and South East Asia, large percentages still display low verbal test scores, which is a continuing influence on success rates for these groups.

Remarks about these Data. Verbal scores at or below 25 were selected to represent low test scores because they constitute approximately the bottom third of the testing distribution.

VERBAL SCORES

The Percentage of Test Takers with Low Scores Decreased Modestly in Southeast Asia and Central and South America. More Dramatic Declines Occurred in Southwest Asia, Mexico, and the Pacific Islands.



VERBAL SCORES
PERCENTAGE OF TEST TAKERS WITH LOW SCORES,
BY WORLD REGION

TOTAL COUNT AND PERCENT WITH SCORES AT OR BELOW 25

WORLD REGION	YEAR 77/78	78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
	3235	3846	4086	3643	3257	3188	2914	3455	3704
Africa	88.1	87.5	87.7	87.5	86.5	83.7	84.5	84.6	84.5
	2058	2402	2741	2869	2718	2681	2411	2970	2995
C.& S. Amer.	78.9	79.4	78.2	76.7	74.9	69.6	67.4	65.8	65.2
	4015	3867	3237	2386	2015	1800	1663	2401	2791
Eastern Med.	91.1	89.2	87.3	84.6	85.2	79.2	79.0	79.8	79.3
	468	495	529	725	709	391	358	398	389
Mexico	84.2	82.4	84.3	81.2	78.3	73.9	69.0	64.1	68.9
	4155	4949	5187	4627	3737	3871	3265	4388	5704
Pacific Is.	87.4	85.7	84.4	83.7	82.5	75.5	77.2	71.7	71.8
	5208	5744	6959	7681	8408	8015	8550	11286	13596
S.E. Asia	84.1	83.4	82.5	82.0	83.4	74.7	75.1	74.8	74.6
	3554	4013	3923	4056	4052	3831	3843	4409	4985
S.W. Asia	74.5	71.1	70.2	67.2	67.0	59.0	59.4	58.2	54.3

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